(208) VII/84

Report in the public Instruction in the Hyderabad Assigned Districts for the year 1874-75

Sub: Education / School / Report / 1874-75 / Hyderabad

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No. 921 OF 1875.

FROM

CAPTAIN G. H. TREVOR,

Second Assistant Resident,

Haidarabad,

To

THE COMMISSIONER,

Haidarabad Assigned Districts.

DATED HAIDARABAD RESIDENCY, *the 11th December* 1875.

SIR,

IN circulating the Report on Public Instruction for 1874-75, the Resident desires to express his concurrence in the remarks made in your letter reviewing it. Any detailed examination of the results reported in it, he does not propose to enter into, at any rate at present. So far as he can judge, the past year was one of educational progress. Dr. Sinclair's failing health, and subsequent lamented decease, made large demands on the energy of the Inspector, Mr. F. A. H. Elliot, who for some months afterwards conducted the duties of Director and Inspector in a manner which obtained your and Mr. Saunders' warm approval. In the present report, Sir R. Meade considers that Mr. Elliot has bequeathed to his successor several very useful suggestions, which will doubtless receive due attention under your supervision.

2. Besides those noticed in your reviewing letter, I am to point to the remarks made in paras. 76 and 78—81 on the subject of Female schools and the Training College at Akola.

3. In respect to the educational requirements of the European and Eurasian population of Berar, referred to in paras. 85 to 88 of Mr. Elliot's report, I am to state that certain proposals were submitted to the Government of India by Mr. Saunders at the end of last March, a reply to which is still awaited.

I have the honor to be,

Sir,

Your most obedient servant,

G. H. TREVOR,

Second Assistant Resident.

From the Commissioner, Haidarabad Assigned Districts, to the First Assistant Resident, Haidarabad, (No. 573.)—Dated Oomraottee, 25th May 1875.

SIR,—I have the honor to forward the annual report on Public Instruction in the Haidarabad Assigned Districts for the year 1874-75, with the following remarks.

2. The number of pupils has increased from 19,178 in 1873-74 to 22,084 during the year under report; while the monthly cost of educating each pupil has decreased from Rupees 1-4-7 to Rupees 1-0-6, the decrease being principally in the High schools, Female and Normal school.

3. The number of schools was as follows:—

Class of schools.	1873-74.		1874-75.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
High schools	2	167	2	204
Middle Class	47	4,774	41	5,018
Lower Class	358	13,431	380	15,843
Female	23	712	24	738
Training College	1	46	1	84
Night Class	2	48	8	197
Total ...	433	19,178	456	22,084

There was thus a decrease by 6 in Middle Class schools: a move in the right direction, while Lower Class schools were increased by 22.

4. The pupils attending the schools are classified as follows:—

Castes.	1873-74.	1874-75.	Increase.	Decrease.
Brahmins	3,205	3,383	178	...
Kunbis	4,241	5,178	937	...
Other Hindus	8,874	10,148	1,274	...
Muhammadans	2,781	3,355	574	...
Christians, Parsees, &c.	77	20	...	57
Total...	19,178	22,084	2,963	57

Kunbis, although Hindus, are given separately, in order to show how steadily the pure agriculturist is availing himself of the means we give him for educating his children. The great increase in the number of Muhammadan pupils is most satisfactory.

5. Of the 24 Female schools, 13 are Marathi and 11 are Hindustani: the education afforded in these is of the most elementary kind, and it would be wrong to say that much progress has been made. The difficulty of obtaining suitable teachers is almost insuperable. I fully agree with the remark of the Officiating Director that the *Bagh-o-Behar* is not a proper work to put into the hands of young girls; and I know that the objection to it is shared by Muhammadan gentlemen of my acquaintance.

6. It is to be regretted that the figures for the indigenous schools of the province cannot be given accurately: the returns are compiled by the Tahsildars, and are rendered by them to the Deputy Educational Inspectors: but the Tahsildars experience a difficulty in getting *correct* returns, for which it is not easy to account. However, I have recently issued instructions to the Deputy Commissioners, which I trust will secure better statistics for the future. The return which, as explained by the Officiating Director is not entirely to be relied on, is as follows:—

Year.	Marathi.		Hindustani.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1873-74	151	2,910	15	217	166	3,127
1874-75	172	3,099	20	323	192	3,422
Increase...	21	189	5	106	26	295

7. There has been a decrease by 3 (or as I make out from the figures given in last year's report by 13) in the number of low caste Dher, Mahar, and Mang boys attending the Government schools, the number being 599, against 612 shown in the report for 1873-74.

8. The Officiating Director's remarks—para. 5—in respect to the difficulty the department has to contend against in the irregularity in attendance on the part of the boys and in the ignorance and carelessness of parents generally, are very just. Parents as a rule avail themselves of every excuse to give their sons a holiday, so as to get some work out of them at home.

9. The defects in the present system of promotion in the department, as explained in the 8th para. of the report, might easily be remedied by the Director himself.

10. The total cost of the department for the year under review was Rupees 2,98,722, of which Rupees 2,40,287 were debited to the provincial revenues, the remainder having been contributed by:—

	Rs.
Municipal Funds	1,485
Educational Cess	53,371
Town Fund	3,223
Subscriptions	355

The total amount of fees collected was Rupees 18,980, against Rupees 16,401 in the previous year; the largest increase being in the High schools and in the Lower Class schools.

11. The evils commented on in paras. 21 to 27 are attributable to a want of method on the part of the Director in not arranging with the Educational Inspector before hand the tours of inspection which each should make. The remark that some schools have received more attention than they required, and that others have been overlooked, is correct; for some of the schools I visited during my cold weather tour had never once been inspected by the Director.

12. I entirely agree with the Officiating Director that a further reduction might still be made in our Middle Class schools, which are in proportion to Vernacular schools as 1 to 11, against 1 to 25 in the Bombay Presidency. This reduction would enable us to afford better masters to the best Vernacular schools.

13. In paras. 85 to 87 the Officiating Director comments on the proposed arrangements for affording elementary education to European and Eurasian children in the province, who are so sadly in need of it. His views coincide with my own, which, during the year, have been laid before the Resident.

14. The system in force for awarding prizes, as explained in para. 105 of the report, ought certainly to be modified, as the Officiating Director suggests.

15. The year 1874-75 has been one of progress; but there is ample scope for improvement, to the attainment of which, the Officiating Director has contributed many valuable suggestions. We get a fair return for our liberal expenditure; but if method, intelligent supervision, and practical good sense, guide the department, the return should be larger still.

I have, &c.,

(Signed) W. NEMBHARD, *Lieut.-Colonel,*

Commissioner,

Haidarabad Assigned Districts.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

HAIDARABAD ASSIGNED DISTRICTS,

FOR

1874-75.

INTRODUCTION.

THE ninth report on Public Instruction in the Haidarabad Assigned Districts is unfortunately also the fourth which has been compiled by another than the permanent Head of the Department, as Doctor Sinclair, after conducting the duties of the post during the whole year, was, on the 17th of April, compelled to relinquish his work for a time.

2. In obedience to instructions lately issued by Government, an attempt has been made to condense the report. Every item in the expenditure of the educational cess is not given: lists giving the names of exhibitioners, Normal school students, pupils who have obtained Government employment, and lists of books, as well as several unnecessary tables of statistics, have been purposely omitted.

3. Few changes of any importance have taken place during the year. Since the 1st of October 1874, the Hindustani schools of the province have been visited by a Muhammadan Deputy Educational Inspector. The number of Middle Class schools has been reduced from 47 to 41. The Lower Class schools have been increased in number from 358 to 380. Middle Class school exhibitions have been instituted to enable the most promising pupils in our village schools to push on their education in the Middle Class school of the neighbouring town. The employment of a restricted number of Extra Assistant Masters on low pay in schools where the average attendance exceeds the teaching power of the permanent staff has been sanctioned in schools maintained out of the general revenues. The Commissioner has issued a Circular enjoining the formation of Local School Committees in all towns and qusbas, to be composed of

three respectable unofficial inhabitants, whose voluntary work it will be to render the Government school popular, and enforce regularity of attendance. An attempt has been made to start a Boarding-house for the Akola High school; and the expenses have hitherto been defrayed by fees and voluntary subscriptions. It has been resolved to build a new High school-house at Oomraottee at a cost of 20,000 Rupees. Rupees 17,000 have been sanctioned for a Middle Class school at Elichpur, and many other school-houses have been lately completed, or are about to be built in various parts of the province. The fee rates have been lately revised and reduced to place primary instruction within the reach of the poorest classes.

4. Though there have been but few changes in the working of the department, the year has, on the whole, been one of progress. The success of the two High schools in sending up a larger number of successful candidates to the matriculation examination in Bombay than has ever yet been turned out speaks well for their present condition. The Middle Class schools are endeavouring with partial success to feed the High schools with yearly supplies of boys educated up to a fixed standard; and in spite of the reduction of six schools, the total number in attendance, and the standards of studies are rising steadily. Far more rapid progress, however, is being made in the spread of vernacular and elementary instruction, both in towns and the villages where schools of the Lower Class have been established; and there is room for hope that in time the department will be settled on a fittingly broad basis. Some advance is being made in our Hindustani schools, and here, too, the institution of the office of Hindustani Deputy Educational Inspector, for the better supervision of Middle Class and Lower Class schools at the expense of the Hindustani side of the Akola High school, proves that increased attention has been given to the requirements of the people. The Training College, on which we depend in great measure for a yearly supply of competent Berari teachers, has scarcely had fair play during the year. A considerable amount of attention has been given to the wants of the Eurasian community, but, as yet, little has been accomplished for their benefit, nor have any means been devised to strengthen indigenous schools. The condition of female schools remains such as it has always been.

5. Though the year has been one of progress, and it is evident that the people are beginning to look on the Government schools with favour, the two great difficulties with which the department has to contend are irregularity in attendance on the part of the boys, and ignorance and carelessness on the part of their parents. We have to distinguish between such irregularity as is excusable, and such as we may hope to overcome. It is true that the fee-rates have lately been reduced, but the real burden on the parent is not the monthly fee, or the cost of school books, but it lies in the surrender of the said he expects from his son at an early age, whether in the field, or in the shop, or at home. At certain busy seasons of the year it would be foolish to expect regular attendance in the schools of small villages and towns. Still we have often to deplore the effects of the carelessness of the boys, and the absence of all co-operation on the part of their parents. Mr. Aitken, the Head Master of the Akola High school, accurately describes the state of things in the Akola High school; and it may be imagined how intensified the evil is in smaller and less disciplined institutions. "Do what we can, we find it impossible to realise a high average attendance every month, owing to causes quite beyond our control. Holidays are frequently anticipated and prolonged. There are holidays which we do not recognize, but to observe which, children are detained at home by their friends. The marriage season also comes round every year to diminish the attendance in February and March. We cannot resort to punitive measures as at home: for whereas in England the authority of teachers is upheld by the parents of their pupils, in India we government teachers find parents and guardians arrayed against us: and absence from school is considered a very venial offence, if an offence at all, by the people."

6. The weakness in the department itself is of a nature which time will remove. Not only is the department a young one, but it was rapidly developed; so that at a time when it was difficult to obtain good masters from the neighbouring Presidency at a moderate cost, many posts were created which it was necessary to fill with whatever material was at hand. At leisure we have to remedy the effects of our haste. A second difficulty has been faced, and will still have to be met for some time. Expenditure in certain directions has been larger than subsequent experience justifies, and the consequent reduction of establishments entails loss on individuals whom it is only just to treat with consideration.

7. Mr. Chimnaji Rajaram Pathuk, Deputy Educational Inspector of the Oomraottee district, died on the 8th of August 1874. Dr Sinclair has recorded of him that "the rapid spread of education in Berar was in a great degree due both to the zeal and industry, good sense and tact of Mr. Chimnaji."

His place was taken by Mr. Balkrishna Laxuman Bapat, Deputy Educational Inspector of the Buldana district, who was succeeded by Mr. Waman Ganesh Paranspe, Deputy Educational Inspector in the Elichpur district. At the same time, Mr. Balaji Narsinh Mudholakar, Head Master of the English Marathi school at Mulkapur, was appointed to the vacant post in Elichpur, while Mr. Waman Prabhakar Paranspe, Principal of the Training College, took Mr. Balaji Narsinh's place, and was himself succeeded by Mr. Nur Khan, Hindustani teacher in the Oomraottee High school.

8. The numerous transfers occasiond by these promotions did not result in unmixed advantage to the department. There are two Deputy Educational Inspectors on 200 Rupees; two on 150 Rupees, and two on 125 Rupees. Two districts have been arbitrarily ascribed to each grade, but not in the order of their relative importance; for Wun, with an Inspector of the 2nd grade, ranks last among the districts in the number and value of its schools. While the occasional transfer, for definite reasons, of an Inspecting officer from one district to another is advantageous, and a measure to which more frequent recourse might be had, it does not seem advisable to place oneself under the necessity of transferring an Inspector merely in order that he may gain the promotion he has earned.

The remark applies to the system of promotion throughout the department. A fixed salary is attached to every post; and our graded schools are most unevenly classed. Several schools of the 3rd grade are better than those in the 2nd: of those in the 4th, better than those in the 3rd grade, and so on. To promote a deserving master, we have frequently to relegate him to some post of minor importance. His popularity may not accompany him, and he cannot leave it behind him for the use of his successor. A partial remedy to the drawbacks in the system of fixed appointments, which itself has its advantages, can easily be devised.

9. On the 22nd December 1874, Mr. Mackintosh returned to his post of Head Master of the High school at Oomraottee, and took charge from Mr. Shriram Bhickaji Jatar, B. A., who reverted to his appointment of Deputy Educational Inspector of the Akola district, where Mr. Waman Balaji Ozarkar, the Head Clerk in the Director's office, had been acting for him. These officers and the Inspectors whose promotion has been mentioned in para. 7 have all deserved the permanent or acting step which they gained.

ANNUAL STATISTICS.

10. An attempt has been made in this report to state in expenditure the sums actually disbursed from the 1st of April to the 31st March; so that the figures given may correspond with those in the Administration Report.

The figures compiled in this office have also been compared with those shown in the Treasury Accounts for each district for the first time. An endeavour has been made to reconcile all discrepancies; and whatever delay there has been in the submission of this report is owing to the time which has lately been expended in obtaining the necessary information concerning each district.

11. The expenditure for the year 1874-75 has been from general revenues, educational cess, municipal funds, town funds, and subscriptions. The details are as follows :—

Heads.	Expenditure.															Total.		
	General Revenues.			Local Funds.														
				Educational cess.			Town fund.			Municipal fund.			Subscriptions.					
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Direction	26,714	4	10	...	...	...	...	...	...	...	...	...	...	...	...	(a) 26,714	4	10
Inspection	33,568	8	5	76	5	4	...	...	...	...	...	...	...	...	...	(b) 33,644	13	9
Higher Class schools...	21,823	10	6	...	...	...	...	...	..	84	0	0	...	...	...	(c) 21,907	10	6
Middle do. ...	71,773	15	8	...	...	...	64	0	0	180	0	0	...	...	...	(d) 72,017	15	8
Lower do. ...	64,480	12	8	47,632	7	10	...	...	...	180	0	0	...	...	..	(d)1,12,293	4	6
Female schools ...	3,934	14	3	...	...	...	2,942	0	0	926	14	0	355	8	0	(d) 8,159	4	3
Aided schools ...	(e) 1,080	0	0	(f) 1,782	3	6	(f) 217	5	0	(f) 114	0	0	...	...	...	3,193	8	6
Training college ...	3,381	0	5	...	...	...	...	...	...	...	...	...	...	...	...	(d) 3,381	0	5
Night classes ...	...	...	...	520	0	0	...	...	...	...	...	...	...	...	...	(g) 520	0	0
Scholarships ...	(h) 5,018	15	8	(i) 3,360	3	2	...	...	...	...	...	...	...	...	...	8,379	2	10
Book and Prize allowance	2,245	8	1	...	...	...	...	...	...	...	...	...	...	...	...	(f) 2,245	8	1
Govt. Book Depôt ...	6,271	1	9	...	...	...	...	...	...	...	...	...	...	...	...	(k) 6,271	1	9
Total...	2,40,292	12	3	53,371	3	10	3,223	5	0	1,484	14	0	355	8	0	2,98,727	11	1

(a.)—Consists of salary of the Director and his Establishment, travelling, contingent, and printing expenses, and official postage.

(b.)—Consists of the salaries of the Educational Inspector, Deputy Educational Inspectors, and their Establishments, their travelling and contingent expenses, office rent, and official postage.

(c.)—Consists of the salaries of masters and the contingent expenses of the schools.

(d.)—Consists of the salaries of Masters, and Extra Assistant Masters, and contingent expenses of the school.

(e.)—Consists of grants-in-aid to the Mission Schools at Akola and Oomraottee, and to the European and Eurasian School at Elichpur Cantonment.

(f.)—Grants-in-aid to Indigenous Schools.

(g.)—Allowances to Night classes.

(h.)—Consists of the exhibitions and vernacular scholarships attached to the High Schools at Akola and Oomraottee, and of the University scholarships which are paid from Bombay and Poona Treasuries.

(i.)—Normal School scholarships.

(j.)—Consists of :—

(1.)—Rs. 200 for Prizes to High School boys.
(2.)—Rs. 1,000 for Prizes to other schools.
(3.)—Rs. 100 on account of Vernacular Literature.
(4.)—Rs. 854-6-1 for Maps.
(5.)—Rs. 91-2-0, Library books.

(k.)—Consists of the salary of Curator and his Establishment, contingent expenses, and Rupees 3,732-14-6 for the purchase of books for sale, money from which as it is realized will be repaid to Government. Rupees 1,500 drawn from the Treasury for the purchase of books are included in this amount, though they are unadjusted in the Akola Treasury Accounts.

12. The expenditure of 1874-75, as compared with that of 1873-74, from the above sources was as follows :—

	1873-74.			1874-75.		
	RS.	A.	P.	RS.	A.	P.
General revenues	2,25,882	4	2	2,40,292	12	3
Educational cess	44,224	15	10	53,371	3	10
Town fund	3,265	11	4	3,223	5	0
Municipal fund	1,233	9	4	1,484	14	0
Subscriptions	499	3	10	355	8	0
Total ...	2,75,105	12	6	2,98,727	11	1

It will be seen that the expenditure of 1874-75 has been greater than that of 1873-74 by Rs. 23,621-14-7, the increase being under General Revenues, Educational Cess, and Municipal Funds.

13. The budget grant from general revenues for 1874-75 was Rs. 2,50,400, and the expenditure was Rs. 2,40,292-12-3. There was therefore a saving of Rs. 10,107-3-9. The details are as follows :—

Heads.	Budget grant for 1874-75.			Expenditure during 1874-75			Savings.		
	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.
Direction and its subsidiary charges ...	28,621	0	0	*26,714	4	10	1,906	11	2
Inspection do. do. ...	35,464	0	0	33,568	8	5	1,895	7	7
Higher Class schools	23,070	0	0	21,823	10	6	1,246	5	6
Middle Class schools	1,43,500	0	0	71,773	15	8	3,864	3	3
Lower Class schools				64,480	12	8			
Training college				3,381	0	5			
Grants-in-aid schools	5,445	0	0	5,014	14	3	430	1	9
Scholarships	5,220	0	0	5,018	15	8	201	0	4
Book and Prize allowance	2,500	0	0	2,245	8	1	254	7	11
Government Book Depôt	6,580	0	0	6,271	1	9	308	14	3
Total ...	2,50,400	0	0	2,40,292	12	3	10,107	3	9

* This does not include charges for stationery, which are adjusted in the office of the Deputy Accountant General.

14. The expenditure during 1873-74 and 1874-75 under the several heads of expenditure, and their percentages to the total expenditure were as follows :—

Heads.	1873-74.				1874-75.			
	Amount.			Percentage.	Amount.			Percentage.
	Rs.	A.	P.		Rs.	A.	P.	
Direction	21,905	6	11	8	26,714	4	10	9
Inspection	28,459	6	6	10·3	33,644	13	9	11·3
Higher Class schools	20,766	4	9	7·5	21,907	10	6	7·3
Middle do.	72,380	3	5	26·3	72,017	15	8	24·1
Lower do.	1,03,350	14	6	37·6	1,12,293	4	6	37·6
Female schools	9,004	1	0	3·3	8,159	4	3	2·7
Aided schools	1,595	9	6	·6	3,193	8	6	1·1
Training college	3,045	11	7	1·1	3,381	0	5	1·1
Night classes	103	3	7	·03	520	0	0	·2
Scholarships	6,275	13	0	2·3	8,379	2	10	2·8
Book and Prize allowance	2,100	0	0	·8	2,245	8	1	·7
Government Book Depôt	6,119	1	9	2·2	6,271	1	9	2·1
Total...	2,75,105	12	6	...	2,98,727	11	1	...

The increase under Direction is cheifly owing to the return of the permanent Director from leave, who held the post during 1874-75 for the whole year; while during the last year, he had the charge of the office from December only. The increase under Inspection may be attributed to the appointment of the Hindustani Deputy Educational Inspector from October 1874, and of the Educational Inspector who took charge of his office in June 1873. There would have been a considerable saving in the expenditure of the High schools, as the Hindustani teacher's place in the Akola High school was suppressed when Mr. Muhammad Zahir-ud-din was appointed Hindustani Deputy Educational Inspector, had the saving thus made not been counterbalanced by the increased expenditure which has taken place owing to the return of Mr. Mackintosh to his duties during the latter part of the year, and the filling up of all vacant posts in the Oomraottee High school: hence there has been a slight increase under this head. The rise under Lower Class schools is due to the opening of 16 new schools during the year and to the maintenance of the 18 schools which were started on 1st March 1874, as also to the reduction of 6 Middle Class schools to the Lower Class grade I. The reduction in the expenditure of the Female schools is owing to the suppression of two of their number. The increase under Aided schools is owing to the grant-in-aid sanctioned for the Mission Female school, Tajnapeth, and the grants-in-aid received during the whole of the year by the Mission schools at Akola and Oomraottee, as also to the larger amounts of grants-in-aid given to indigenous schools; while the increase under Night Classes has been caused by the opening of 6 new classes during the year. The cost of scholarships has risen on account of the University scholarships and the seven exhibitions in the High schools that were sanctioned at the end of the last year.

15. The amount of cess fund collected during the year 1874-75, together with the balance at the end of 1873-74, is given as Rupees 1,83,348-12-2. The

charges have come to Rupees 1,03,633-12-1, so that the balance for the year 1875-76 will be Rupees 79,715-0-1. The particulars of these are shown below :—

Receipts of Educational Cess.

District.	Akola.			Buldana.			Basim.			Oomraottee.			Wun.			Elichpur.			Total.		
	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.
Balance at close, 1873-74	29,877	2	0	10,596	0	10	6,502	14	8	28,085	15	3	7,270	0	0	19,653	7	2	1,01,985	7	11
Amount collected during 1874-75	24,025	10	8	11,218	9	7	6,868	9	10	20,539	2	2	6,717	9	0	11,993	11	0	81,363	4	3
Grand Total ...	53,902	12	8	21,814	10	5	13,371	8	6	48,625	1	5	13,987	9	0	31,647	2	2	1,83,348	12	2

Expenditure of Educational Cess.

Construction of school-houses	8,219	15	5	2,741	11	4	...	...	...	8,971	12	8	5,652	0	0	10,920	13	8	36,506	4	1
Repairs to do.	740	10	2	1,406	3	2	466	0	0	1,358	2	6	397	6	0	1,077	2	3	5,445	8	1
Furniture	588	15	9	353	6	3	400	0	0	1,021	5	6	971	14	0	2,018	1	11	5,353	11	5
School establishments	14,529	3	2	8,956	15	10	4,241	13	8	12,508	2	4	5,169	15	7	6,084	7	11	51,846	2	6
Miscellaneous	1,197	0	0	919	8	0	712	13	6	221	6	0	513	0	0	1,207	5	6	4,482	1	0
Total ...	25,275	12	6	14,377	12	7	5,820	11	2	24,080	13	0	12,704	3	7	21,307	15	3	1,03,633	12	1
Balance at close of 1874-75 ...	28,627	0	2	7,436	13	10	7,550	13	4	24,544	4	5	1,283	5	5	10,339	2	11	79,715	0	1
Grand Total ...	53,902	12	8	21,814	10	5	13,371	8	6	48,625	1	5	13,987	9	0	31,647	2	2	1,83,348	12	2

16. The construction of school-houses and repairs during the year for the province amounted to Rupees 80,564-6-10. The several sources from which the charges have been defrayed are given in the following table:—

District.	Description of works.	General revenues.			Educational cess.			Town fund.			Municipal fund.		
		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Akola ...	Construction of school-houses.	5,576	0	0	8,219	5	5	3,714	13	1	...	...	...
	Repairs to do. ...	...	...	...	740	10	2	518	4	7	...	...	...
Buldana ...	Construction of do. ...	4,243	0	10	2,741	11	4	2,063	6	0	...	...	...
	Repairs to do. ...	...	..	...	1,406	3	2	347	4	1	...	...	...
Basim ...	Construction of do. ...	2,000	0	0	..	...	...	1,980	0	0	...	...	...
	Repairs to do. ...	...	...	...	466	0	0	490	5	0	...	...	...
Oomraottee	Construction of do. ...	...	...	...	8,971	12	8	9,138	0	0	...	...	...
	Repairs to do. ...	...	...	..	1,358	2	6	...	...	...	...	...	...
Wun ...	Construction of do. ...	4,664	0	0	5,652	0	0	3,080	0	0	...	...	...
	Repairs to do. ...	...	...	...	397	6	0	683	7	2	...	...	...
Elichpur...	Construction of do. ...	...	...	...	10,920	13	8	...	...	...	...	...	...
	Repairs to do. ...	...	...	...	1,077	2	3	87	4	11	26	12	0
Total...	Construction of do. ...	16,483	0	10	36,505	11	1	19,976	3	1	...	...	...
	Repairs to do. ...	...	..	...	5,445	8	1	2,126	9	9	26	12	0

17. The following table, the particulars of which have been supplied by the Deputy Commissioners, shows that furniture has been supplied of the value of Rupees 5,826-12-5 :—

District.	Furniture supplied.								
	Educational cess.			Town fund.			Total.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Akola	588	15	9	457	9	0	1,046	8	9
Buldana	353	6	3	15	8	0	368	14	3
Basim	400	0	0	...	...	...	400	0	0
Oomraottee	1,021	5	6	...	...	...	1,021	5	6
Wun	971	14	0	...	...	...	971	14	0
Elichpur	2,018	1	11	...	...	...	2,018	1	11
Total ...	5,353	11	5	473	1	0	5,826	12	5

18. The school fees for the year amounted to Rupees 18,980-5-0, of which Rupees 12,956-1-3 were collected in the schools maintained from general revenues, and Rupees 6,024-3-9 in schools maintained from educational cess. The following table shows the amounts collected yearly since the establishment of the department:—

Description of schools.	1866-67.			1867-68.			1868-69.			1869-70.			1870-71.			1871-72.			1872-73.			1873-74.			1874-75.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Higher Class	465	2	0	580	2	0	721	6	0	827	7	0	708	4	0	695	9	0	464	12	0	356	10	0	580	11	0
Middle do.	2,859	14	0	6,163	4	0	5,796	9	0	4,453	12	8	3,788	12	6	4,561	7	0	5,098	1	0	5,624	2	0	5,736	1	3
Lower do.	1,827	11	0	5,574	12	0	9,856	1	0	8,661	15	10	6,429	4	6	6,191	15	0	8,019	8	9	10,420	9	0	12,663	8	9
Total ...	5,152	11	0	12,318	2	0	16,374	0	0	13,943	3	6	10,926	5	0	11,448	15	0	13,582	5	9	16,401	5	0	18,980	5	0

It will be seen from the above that fees have increased during the year in all kinds of schools, but the largest increase has been in the Higher and Lower Class schools.

19. The fines during the year (which were levied on masters, clerks, and peons,) amounted to Rupees 254-3-0, against Rupees 182-12-0 of the preceding year.

20. The total receipts paid into the provincial treasury arose from three sources:—(1) fees; (2) fines, (3) sale of books, which amounted to Rupees 19,551-13-11. Deducting these receipts from the total expenditure from provincial revenues, we have a net expenditure of Rupees 2,20,740-14-4.

1874-75.	Receipts.			Expenditure from Provincial Revenues.		
	RS.	A.	P.	RS.	A.	P.
Fees	12,956	1	3			
Fines	139	11	0			
Sale of Books	6,456	1	8			
	19,551	13	11	2,40,292	12	3
Deduct				19,551	13	11
Net expenditure ...				2,20,740	14	4

INSPECTION.

21. During the year the Director of Public Instruction visited 19 Middle Class schools, 25 of the Lower Class, 3 Female, 2 Aided, and 2 Indigenous schools. He also paid much attention to the two High schools, and the Training College.

22. The Educational Inspector visited all the Middle Class schools, except three, and to more than one fourth of the whole number he paid a second visit. He also visited 38 Lower Class schools, 4 female, 1 Aided and 3 Indigenous schools, and assisted the Director in the yearly examination of the two High schools.

23. There appears to be some want of method in the tours of inspection made by the Director and Educational Inspector. Each Middle Class school is carefully examined in the course of the year by a Deputy Educational Inspector, so that one visit paid by a European officer should be sufficient. Yet of the 19 Middle Class schools visited by the Director, all, with one exception, had been visited once or more than once by the Educational Inspector. Several of the other kinds of schools above enumerated have been inspected by both officers, when a single visit would have been sufficient. The total number of Lower Class schools inspected by the two officers amounts only to 63, and it is evident that while to some of these a too minute attention has been given, the vast majority of the schools in the province has been overlooked. As the work was not divided, both officers lost much valuable time in travelling hurriedly over great distances, and during the marching season they constantly crossed and re-crossed each other's route.

24. The creation of the post of Educational Inspector leads to this one good result, that the Middle Class schools in the six districts are brought under one hand, and promotion runs equally through them all, the district no longer

forming the unit. But there may arise a counterbalancing disadvantage: should the Director and Educational Inspector wholly lose sight of the claims of masters in Lower Class schools to advancement into those of the Middle Class, there may no longer be a reasonable flow of promotion throughout the department, and a usefully free interchange of masters may be checked.

25. Again, the promotion in Lower Class schools is regulated by the Deputy Commissioner, who is advised by his Deputy Educational Inspector, so that each district forms a separate circle. But the circle is a small one, and frequently the Deputy Educational Inspector is at a loss to suggest a fit man for a post, while there may be several suitable claimants in a neighbouring district. The Director and Educational Inspector, if able to give some of their attention to schools of all grades, might often apply a remedy to this and other difficulties, created by the arbitrary division of the province into districts.

26. Finally both the Director and the Educational Inspector should have leisure to take count of the general educational condition of each taluka or district in which they are working. If they hurry from big school to big school, they are unable to do this: they are often unable even to visit all the government and indigenous schools in one town, and fail in consequence to grasp the requirements of that one place.

27. In order therefore that the supervision of the Director and the work of the Educational Inspector may be more comprehensive, extensive, and minute than it now is; that no time may be wasted in travelling; and energies expended twice over the same work: the Director might each year take two districts in charge, yearly choosing fresh ground. If vacancies occur in the Middle Class schools of these districts, they might be filled up by the Director after consultation with the Educational Inspector. It is needless to add that by shifting his districts every year, the Director will be able to judge of the Inspector's work as fully as he can do under the present system.

28. The six district Deputy Educational Inspectors have done good work during the year, as the following table will show. During the last quarter, the Hindustani Deputy Educational Inspector appears to have been careless and lazy:—

	Schools.	Deputy Educational Inspector, Akola district.	Deputy Educational Inspector, Buldana district.	Deputy Educational Inspector, Basim district.	Deputy Educational Inspector, Oomraottee district.	Deputy Educational Inspector, Wun district.	Deputy Educational Inspector, Elichpur district.	Deputy Educational Inspector, Hindustani schools, Haidarabad Assigned Districts.
Middle Class.	Number of schools	12	11	5	6	3	4	5
	do. inspected ...	12	11	5	6	3	4	4
	do. not inspected ...	...	...	...	...	...	...	1
	do. once inspected ...	...	...	...	...	...	...	3
	Number of visits	38	38	18	17	8	17	7
	Number of pupils examined ...	3,068	2,652	1,703	1,104	679	1,799	139
Lower Class.	Number of schools	87	66	52	78	44	53	44
	do. inspected ...	87	66	52	78	44	53	32
	do. not inspected ...	...	...	...	...	...	...	12
	do. once inspected ...	2	...	...	...	...	2	30
	Number of visits	175	142	130	163	108	132	37
	Number of pupils examined ...	5,863	4,327	3,722	5,072	3,257	5,133	411

Schools.		Deputy Educational Inspector, Akola district.	Deputy Educational Inspector, Buldana district.	Deputy Educational Inspector, Basim district.	Deputy Educational Inspector, Oomraottee district.	Deputy Educational Inspector, Wun district.	Deputy Educational Inspector, Elichpur district.	Deputy Educational Inspector, Hindustani schools, Haidarabad Assigned districts.
Female schools.	Number of schools	7	4	1	5	2	5	11
	do. inspected ...	7	4	1	5	2	5	9
	do. not inspected ...	...	...	...	...	...	...	2
	do. once inspected...	..	..	...	...	...	...	8
	Number of visits	21	13	8	14	4	18	12
	Number of pupils examined ...	324	367	171	151	67	337	43
Number of schools		106	81	58	89	49	62	60
Do. inspected ...		106	81	58	89	49	62	45
Do. not inspected ...		...	...	...	..	...	...	15
Do. once inspected ...		2	...	...	...	...	2	41
Number of visits ...		234	193	156	194	120	167	56
Number of pupils examined ...		9,255	7,346	5,596	6,397	4,003	7,269	593
Number of miles travelled ...		2,106	1,729	1,400	1,354	1,408	1,024	1,348

29. Dr. Sinclair, had he written this report, would undoubtedly have taken the opportunity once again to thank the officers of the Commission for the great assistance they have given him during the year. And there seems to me to be no fitter way of acknowledging their aid than by giving a statement of the number of visits paid by them to the Lower Class and other schools in the province :—

Names of Officers.	Akola.					Buldana.					Basim.					Oomraottee.					Wun.					Elichpur.				
	Middle Class schools.	Lower Class schools.	Female schools.	Aided schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Aided schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Aided schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Aided schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Aided schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Aided schools.	Total.
Dy. Comr...	3	18	3	2	26	4	7	..	...	11	2	9	3	...	14	3	16	2	...	21	3	14	1		18	3	1	2	...	6
Asst. Comr.	7	36	3	1	47	3	1	1	...	5	...	...	...	...	...	4	17	5	...	26	2	6	1	...	9	4	7	1	..	12
Extra Asst. Comr ...	...	...	...	...	...	6	17	1	...	24	...	1	...	...	1	2	9	...	...	11	1	...	...	...	1	1	5	1	...	7
Tahsildars...	5	31	2	...	38	6	50	3	...	59	...	8	...	...	8	4	37	6	...	47	...	5	1	...	6	6	32	1	...	39
School Committees...	3	7	...	...	10	3	2	...	...	5	...	...	...	...	...	...	16	...	...	16	...	16	1	...	17	1	...	...	...	1
Other visitors ...	3	13	3	13	32	3	6	3	...	12	1	16	3	...	20	4	9	...	...	13	2	8	1	...	11	2	7	...	...	9

30. The importance of these visits is clear. Apart from the benefit derived from "the (visible) intervention of District Officers, which weighs with the uneducated agricultural class, who would not come for education at all, unless they saw that it was valued by the authorities," the internal management of the Lower Class schools is regulated by, and the masters themselves are generally appointed by the Deputy Commissioners. In Circular No. 1503 of 1869, the Resident has directed that "District Officers should appoint the masters of Lower Class schools, accepting, as they would generally be only too glad to do, the nomination of the Director of Public Instruction, whenever that officer can supply teachers." The following figures will show how far this has been the case. During the year, 76 appointments have been made in the Lower Class and Female schools: of these 11 were made by the Director himself; 12 were made after reference to him, and 53 without any such reference.

31. In the last column of the above table, I have given the number of visits paid by the "School Committees," which have not, however, yet been definitely nominated. When they have been once formed under the sanction of the Resident, and simple rules have been issued for their guidance, the number of their visits will greatly increase.

The following extract from a letter of the Commissioner to the Deputy Commissioners, No. 973, dated the 23rd of May 1874, will explain the end for which these committees have been formed; and the great advantages which it is possible the department may derive from the measure will be gathered from a consideration of para. 5 of this report. "The School Committees will of course be under your orders, and it is to you that they will make such suggestions as they may think necessary from time to time. There is scarcely a town or qusba in the province in which there are not Deshmukhs, Deshpandias, respectable Mahajans and influential landowners, who, if formed into Committees, would give a considerable impulse to education by making it more popular, and at the same time securing a larger and steadier attendance of pupils, and a greater interest in the subject on the part of the people generally.

32. The following table gives the number of Government Institutions of all kinds; the cost of maintaining them from all sources; the attendance of pupils, and the monthly cost of each pupil:—

Description of Government schools.	Number of institutions.	Number on roll at the close of the year.	Average number of pupils on the rolls monthly.	Average number of pupils attending daily.	Expenditure.												Monthly cost of educating each pupil, calculation being made up the average attendance.				Amount of fees.			Average monthly fee for fee-paying pupils.		
					General revenues.			Local Funds.									Total.			Total cost.			Cost to Government.					
								Municipal Fund.			Educational cess.			Town Fund.			Subscriptions.													
					Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Higher Class ...	2	204	174	137	21,823	10	6	84	0	0	...	...	...	...	...	...	...	...	...	21,907	10	6	13	5	3	13	4	5	580	11	0	0	4	10
Middle do ...	41	5,018	4,399	3,796	71,773	15	8	180	0	0	...	...	...	64	0	0	...	...	...	72,017	15	8	1	9	8	1	9	2	5,736	1	3	0	1	5
Lower do ...	380	15,843	13,509	12,229	64,480	12	8	180	0	0	47,632	7	10	...	...	...	...	...	...	1,12,293	4	6	0	12	3	0	7	0	12,663	8	9	0	1	3
Female schools.	24	738	603	481	3,934	14	3	926	14	0	...	...	...	2,942	0	0	355	8	0	8,159	4	3	1	6	7	0	10	11	...	...	...	...	...	...
Training college.	1	84	55	45	3,381	0	5	...	...	...	...	...	...	...	...	...	...	...	...	3,381	0	5	6	4	2	6	4	2	...	...	...	...	...	...
Night classes ...	8	197	124	155	.....	...	...	...	...	...	520	0	0	...	...	...	...	...	...	520	0	0	0	4	3	...	...	...	...	...	...	...	...	...
Total...	456	22,084	18,954	16,843	1,65,394	5	6	1,370	14	0	48,152	7	10	3,068	0	0	355	8	0	2,18,279	3	4	1	1	3	0	13	1	18,980	5	0	0	1	5

33. By a comparison of the average daily attendance of pupils during the past and the present year, and of the monthly cost of their education, it is found that 3,276 more pupils have received instruction in the present, than in the past year, at a diminished monthly cost of annas 3 and pies 3 :—

	1873-74.	1874-75.
Average number of pupils attending daily...	13,567 ...	16,843
Average monthly cost of educating each pupil ...	Rs. 1 4 6 ...	1 1 3

It will also be seen from the following table that the cost of educating has been considerably diminished in each kind of school, owing to the corresponding rise in attendance, the chief decrease being in the Higher Class, Female, and Normal schools. The decrease of expenditure in our Middle and Lower Class schools is also considerable, and indicates that they have improved during the year :—

Description of school.	Increase in attendance.	Decrease in monthly cost.		
		RS.	A.	P.
Higher Class	47	5	14	5
Middle Class	356	0	2	5
Lower Class	2,598	0	2	1
Female schools	147	0	13	4
Training College	16	2	7	10

Years.	Higher Class.						Middle Class.						Lower Class.						Female schools.						Trairing college.						Night Classes.						Total.		
	Number of schools.	Number of pupils.	Average attendance.	Cost of educating each pupil.			Number of schools.	Number of pupils.	Average attendance.	Cost of educating each pupil.			Number of schools.	Number of pupils.	Average attendance.	Cost of educating each pupil.			Number of schools.	Number of pupils.	Average attendance.	Cost of educating each pupil.			Number of schools.	Number of pupils.	Average attendance.	Cost of educating each pupil.			Number of schools.	Number of pupils.	Average attendance.	Cost of educating each pupil.			Number of schools.	Number of pupils.	Average attendance.
				Rs.	A.	P.				Rs.	A.	P.				Rs.	A.	P.				Rs.	A.	P.				Rs.	A.	P.				Rs.	A.	P.			
1873-74.	2	167	90	19	3	8	47	4,774	3,440	1	12	1	358	13,431	9,631	0	14	4	23	712	334	2	3	11	1	46	29	8	12	0	2	48	33	0	4	2	433	19,178	13,567
1874-75.	2	204	127	13	5	3	41	5,018	3,796	1	9	8	380	15,843	12,229	0	12	3	24	738	481	1	6	7	1	84	45	6	4	2	8	197	155	0	4	3	456	22,084	16,843

34. The following table gives the number of Brahmins, other Hindus, *i. e.*, Koonbis, Malis, Rangarees, Dhers, &c., Muhammadans and others, *i. e.*, Christians and Parsees attending our schools. The attendance of Brahmins has slightly fallen off in our Middle Class and Female schools, but has considerably increased in all the other kinds of schools. There is a decided improvement in all other castes, except Christians and Parsees, and the increase in the

number of Koonbis and other Hindus in the Lower Class schools is very great :—

Schools.	Higher Class.		Middle Class.		Lower Class.		Female schools.		Training College.		Night Classes.		Total.	
1st March.	1874.	1875.	1874.	1875.	1874.	1875.	1874.	1875.	1874.	1875.	1874.	1875.	1874.	1875.
Brahmins ...	123	145	1,437	1,349	1,538	1,759	86	88	18	41	3	6	3,205	3,383
Kunbis and other Hindus	29	36	2,920	3,064	9,919	11,718	298	311	4	8	45	189	13,115	15,326
Muhammadans ...	13	21	486	590	1,932	2,363	326	344	24	35	...	2	2,781	3,355
Others	2	2	31	15	42	3	2	...	...	...	..	...	77	20
Total ...	167	204	4,774	5,018	13,431	15,843	712	738	46	84	48	197	19,178	22,084

35. It will also be well here to show the details of each district where the Koonbis are distinguished from other Hindus. We can at once see how far these take advantage of the education given in our schools, and what advance they have made during the year.

District.		Brahmins.	Kunbis and other Hindus.		Muhammadans.	Others (Christians and Parsees.)	Total.
			Kunbis.	Other Hindus.			
Akola	1873-74 ...	939	1,194	2,140	640	9	4,922
	1874-75 ...	1,020	1,571	2,496	821	6	5,914
Buldana	1873-74 ...	602	554	1,474	701	7	3,338
	1874-75 ...	658	708	1,637	772	6	3,781
Basim	1873-74 ...	425	454	931	232	27	2,069
	1874-75 ...	399	444	1,152	363	...	2,298
Oomraottee	1873-74 ...	679	873	1,984	603	...	4,139
	1874-75 ...	722	1,007	2,218	767	4	4,718
Wun	1873-74 ...	279	306	1,059	225	...	1,869
	1874-75 ...	272	294	1,151	291	3	2,011
Elichpur	1873-74 ...	281	860	1,286	380	34	2,841
	1874-75 ...	312	1,154	1,494	401	1	3,362
Total ...	1873-74 ...	3,205	4,241	8,874	2,781	77	19,178
	1874-75 ...	3,383	5,178	10,148	3,355	20	22,084

HIGH SCHOOLS.

36. It is important this year to review the results on the High schools and the Middle Class schools considered as feeders, of the measures adopted by Mr. Candy to substitute entrance examinations for the annual competitive examinations, with a view to make it imperative on the Middle Class schools to give the High schools a yearly supply of competent pupils, and to exclude from the High schools all boys who had not reached a certain standard. At first it

it was impossible to conjecture what that standard should be, and how far the Middle Class schools could answer a demand made on them every year for qualified pupils.

37. Anxious as Mr. Candy was to fix the 7th as the proper entrance test, he had to adopt the 6th Standard as the limit which the Middle Class schools could reach. In October 1872, 22 boys were sent back from the Akola High school to the Middle Class school as unfit to pass the 6th Standard; and of 62 fresh candidates from the Middle Class schools, 42 passed. It was supposed, not perhaps without reason, that up to this time the Middle Class schoolmasters kept back some of their best pupils, both to strengthen their own schools, and to make a show in the annual competitive examinations.

The requisition made by the Akola High school on the Middle Class schools in 1872 did not tell on these in 1873, both because in 1872 the Head Masters had not got the clue to the new system, and because in 1873 the boys returned to the Middle Class school by the Akola High school were once more ready to enter that institution : 95 boys were examined; 62 passed, and 40 joined. But the Middle Class schools had now exhausted themselves, and the batch of 1874 would represent boys whose standing in the first class of the Anglo-Vernacular schools was of no great date.

38. The English-Marathi schools sent up no less than 92 candidates, and the Hindustani schools twelve.

The Head Master reports "of the Hindu pupils, 12 only passed the entire examination, and not one Muhammadan passed. We were, however, able to recommend that 16 Hindu boys should be added to the list, and one Musulman boy was allowed to join." The Director ordered ten more boys who had failed to join, as they seemed to have nearly reached the standard; but he considered this to be a most exceptional measure, justifiable only to slacken the strain which had so suddenly and recently been placed on the Middle Class schools. It is therefore plain that the competition was great, and that the failure which attended it was owing to the novelty of the examination, and the inexperience of boys and masters.

39. The Head Master of the Oomraottee High school reports that: "of the 62 boys who presented themselves at the entrance examination, 47 were found sufficiently qualified to enter the school. Only 32 of these, however, have joined." It is an undoubted fact, that there was among the 92 candidates in West Berar a much better material to choose from than could be found among the 62 candidates in East Berar: yet of the latter, all but 15 passed; of the former, all but 28 failed. We must conclude that the examinations held in the two High schools were of a very different degree of strictness; and that though in half the province, Mr. Candy's plan may seem to have been slightly premature, in the other it has met with success; and certainly, if the schools are ripe for the measure, it must conduce to the welfare of the High schools, and the benefit of advanced education. In time probably, and by independent action, the examinations in the two High schools will reach some sort of a level.

40. For the present therefore, it will probably be considered wise to allow the sixth standard to remain as the fit test for entrance. So large a quantity of Sanskrit has, however, been lately introduced, that it may be found impracticable to bring candidates up to the mark in this branch of their studies. While the general impression is, that some addition may be made to the amount of English required. In a few years probably, a further effort will be made, and the seventh will replace the sixth standard: again, there will occur a temporary check in the supply afforded to the High schools, and, again, it is hoped, the demand will be successfully met.

41. The yearly class examination of the two High schools was held in the early part of October. In both the result shown by the first three classes was considered satisfactory, while in the lowest class of the Oomraottee High school, and in the 4th and 5th classes of the Akola High school, the number of failures was exceptionally large. This was, in a great measure, owing to the unwise employment of written questions and answers to call out the knowledge of the younger boys, who, as Mr. Aitken says, "even in their own vernacular are not sufficiently advanced to have their actual attainments fairly tested by a paper examination." The Director of Public Instruction, who constantly visited the Akola High school, was pleased with the manner in which the studies were conducted by Mr. Aitken, the Head Master, and by Mr. Vishnu Moreshwur, M. A., and the other Assistant Masters. The expression of his high opinion of the condition of the Oomraottee High school while under the management of Mr. Shriram Bhikaji Jatar, B. A., has been frequently conveyed to the Resident.

Name of school.		Number of Pupils studying each Standard.					
		VII.	VIII.	IX.	X.	XI	Total.
Akola High school	1873-74...	35	22	10	6	3	76
	1874-75...	40	18	13	7	9	87
Oomraottee High school	1873-74...	27	26	...	13	7	73
	1874-75...	37	25	17	7	7	93
Total ...	1873-74...	62	48	10	19	10	149
	1874-75 ..	77	43	30	14	16	180
Percentage ...	1873-74...	41.6	32·2	6·7	12.8	6·7	
	1874-75..	42·8	23·9	16·6	7·8	8·9	...

42. At Akola, the Head Master reports: "The Hindustani side up to this time cannot be pronounced a success. Its numbers during the past year never exceeded 12 boys, of whom nine are Musulmans, 5 being old pupils and 2 little boys, whose education is quite at an elementary stage. All the Musulman boys are stipendiary students, and two of them, who have been in the school six years drawing stipends all the time, are now in the third class." In short, no great progress has been made. At Mr. Candy's suggestion, one of the two Hindustani teachers of the High school, on a salary of Rupees 150, was withdrawn, and in his stead, a Hindustani Deputy Educational Inspector was granted to the department. On the occasion of certain transfers, the remaining Hindustani teacher was appointed assistant master in the Training college, and the post was filled by a Marathi master. Under the circumstances, one master would have been able to attend to the Hindustani side, but with no master at all, it could not hope to prosper. The boys were handed over to the care of the Principal and his Assistant in the Training college. "This", reports the former, "takes up a good deal of the time due to our legitimate works," and indeed the duties of the Training college masters are so important, that they should not be in any way interfered with. The Director of Public Instruction has applied for two Musulman teachers. One on 175 Rupees *per mensem*, and another on Rupees 75. "In the Oomraottee High school the Hindustani side is still very weak, as the following table will show. Of 24 boys

in the two schools, 14 are studying a standard lower than the lowest on the Marathi side.

Name of school.		Number of Pupils studying each standard.							Total.
		V.	VI.	VII.	VIII.	IX.	X.	XI.	
Akola High school ...	1873-74...	...	3	5	2	...	...	...	10
	1874-75...	2	1	4	1	2	...	...	10
Oomraottee High school	1873-74...	4	...	3	...	...	..	1	8
	1874-75...	...	11	2	...	..	...	1	14
Total....	1873-74...	4	3	8	2	...	...	1	18
	1874-75...	2	12	6	1	2	...	1	24
Percentage...	1873-74...	22·2	16·6	44·4	11·1	...	...	5·5	
	1874-75...	8·3	50	25	4·1	8·3	...	4·1	...

43. At one time it was almost contemplated to amalgamate the two High schools in Berar on the ground that there was not a sufficient supply of pupils for both institutions. It may now be worth considering how far a Hindustani side attached to *one* only of the two High schools will suffice.

44. Four candidates from the Akola High school appeared at the matriculation examination of the Bombay University: all passed in English, and two in the entire examination. Both of these have joined the Deccan College, though one, who was third in order of merit in Sanskrit, owing to the able teaching of the First Assistant, Mr. Vishnu Moreshwar, cannot hold a University scholarship as he has not resided five years in Berar.

In the Oomraottee High school Mr. Shriram Bhikaji's first class consisted of eight boys: seven appeared at the matriculation examination, and four passed in all subjects. All four are now studying in the Deccan College at Poona. The success achieved is greater than that obtained by the two High schools in any previous year. The number of candidates who have passed the examination during the last three years is as follows:—

School.	1872.	1873.	1874.	Total.
Akola High school	3	3	2	8
Oomraottee High school	...	1	4	5
Total ...	3	4	6	13

45. A fair return is now being obtained for the large expenditure on our High schools: and their prospects appear to be bright and certain, if only the Middle Class schools succeed in feeding them regularly with a sufficient number of well trained pupils; and this it is probable that they will do in time, as, indeed, they are already doing to a certain degree. No expense has been grudged, as will be seen from the statement of the average expenditure on each pupil. At Akola, there is a very fine school-house: at Oomraottee one is being built at a cost of 20,000 Rupees. At Akola, there is a boarding-

house: at Oomraottee, one is to be started shortly; and scholarships are showered on the pupils of both schools with a liberal hand.

There have been awarded at Akola...	(2)	Exhibitions	tenable for one year.
	(3)	do.	for three years.
Do. at Oomraottee...	(2)	do.	for one year.
	(3)	do.	for three years.

I may add that three of the High school pupils have, during the year, obtained employment in the Educational Department: one is a clerk in the Revenue Department, Berar; one in the Revenue Department, Bombay Presidency, and one has entered the Postal Department.

46. For some time the want of a boarding-house to be attached to each of the High schools has been much felt, both because lodgings cannot easily be obtained, and because the cost of living is expensive at Akola and Oomraottee. In his letter No. 845, dated the 20th August 1874, the Resident has sanctioned "the establishment of a boarding-school for native boys in connection with the High school at Oomraottee, at the moderate outlay of Rupees 4,100." A grant of 55 Rupees will also be made to defray a portion of "the costs for boarding expenses, including the wages of servants." In this way 30 pupils will be provided with lodging free of charge, and by clubbing together, the expense of living will be greatly reduced. In time it is trusted that the boarding-house will be self-supporting. At Akola, a boarding-house was started on the 1st of October: the necessary cooking utensils were bought by subscriptions raised in the department; and the charge for each boarder was fixed at 4 Rupees. During the first three months, the number of boarders never exceeded 17, but in December and February it rose rapidly to 34. But to defray the expenses it is necessary that at least 40 pupils should pay the fees regularly. Mr. Vishnu Moreshwar, the First Assistant Master, has taken a laudable interest in the welfare of the boys, and Mr. Waman Krishna, the Curator of the Central Book Depôt, has done his best to superintend the working of the boarding-house. Many officers in the department have subscribed liberally to the expenses of starting this useful addition to the High school; and all the masters of the High school have in turn voluntarily undertaken the supervision of the boarders. It is doubtful, however, whether the boarding-house can manage to support itself without some aid from Government.

47. The following table will show how far the Marathi side of the High schools is composed of Beraris, and how far of non-Beraris, in the upper and lower classes of the schools:—

Class.	Oomraottee.			Akola.			Grand Total.
	Berari.	Non-Berari.	Total.	Berari.	Non-Berari.	Total.	
I.	5	3	8	3	6	9	17
II.	2	5	7	3	4	7	14
III.	10	7	17	8	7	15	32
IV.	9	16	25	5	14	19	44
V.	27	12	39	19	25	44	83
Total...	53	43	96	38	56	94	190

At Oomraottee, rather more than half are Beraris, and less than half are non-Beraris; but at Akola, the non-Beraris are considerably in the majority. About 40 of the pupils are sons of Government clerks, who reside at the head-quarters of the districts or talukas: 12 are sons of Government school-masters, chiefly non-Beraris; 9 are sons of Government servants of some standing, and 9 are sons of pleaders; while at least 22 are sons of Despandias, Deshmukhs, and Kulkarnis. These figures will explain why we are far more

indebted for High school pupils to the Middle Class schools, which are situated in towns which form the head-quarters of talukas and districts, than to those which have been established in out-lying villages.

MIDDLE CLASS SCHOOLS.

48. The following table is given with reference to remarks made on these schools in the succeeding paragraphs:—

Grade.	Number of schools.	Establishment attached to each grade.							
		Head Master.	First Assistant.	Second Assistant.	Third Assistant.	Fourth Assistant.	Peon.	Water-man.	Total.
I ...	2	125	60	40	30	15	7	4	281
II ...	6	100	55	35	25	15	6	3	239
III ...	10	75	40	25	10	...	5	...	155
IV ...	8	60	30	10	...	...	...	...	100
V ...	15	50	20	10	...	...	...	...	80

49. In the year 1866-67, when the Educational Department was established, there were in Berar 28 schools which are now on the Middle Class school list; 4 which are now Lower Class schools, and one which is no longer in existence.

	High schools.		Middle Class schools.		Lower Class schools.
In March 1867—there were with pupils ...	2 / 188	...	23 / 2014	...	122 / 4442
„ 1868—there were with pupils ...	2 / 168	...	44 / 3609	...	163 / 5179
„ 1869—there were with pupils ...	2 / 197	...	44 / 3444	...	266 / 7955
„ 1870—there were with pupils ...	2 / 217	...	44 / 3747	...	267 / 10148
„ 1871—there were with pupils ...	2 / 208	...	44 / 3638	...	270 / 9552
„ 1872—there were with pupils ...	2 / 235	...	52 / 4171	...	262 / 8561
„ 1873—there were with pupils ...	2 / 110	...	50 / 4367	...	326 / 10650
„ 1874—there were with pupils ...	2 / 167	...	47 / 4774	...	358 / 13431
„ 1875—there were with pupils ...	2 / 204	...	41 / 5018	...	380 / 15813

It will be observed that the earliest attempts of the department were not so much to establish a large number of schools where elementary instruction would be imparted as to afford the inhabitants of a restricted number of places the opportunity of obtaining a sound education. We began by having two High schools, and in the second year we had more Middle Class schools than we have at this moment. In his review on the report of 1868-69, the Resident was of opinion that "the most satisfactory feature in the educational administration of the year is the spread of Lower Class education, the development of which should continue to be our first and great aim. It may be necessary to relegate to the grade of Lower Class those of the Middle Class schools which show little or no sign of working up to the standard which it was thought likely they would attain to when first instituted." But in 1872 the Middle Class schools had run up from 44 to the largest number yet reached—52; while the Lower Class schools, which in 1870 were 267 in number, actually fell to 262. During the first two years of the department, it was supposed that 1, out of every 5 pupils, and in the third year that 1, out of every 6, was studying English, so ambitious were our first attempts. Since 1872, however, we may observe a gradual decrease in the number of Middle Class schools, and a rapid increase in those of the Lower Class; and there is little doubt that before the true balance is found, there will be still fewer Middle Class schools and more of the Lower Class than there now are, while the study of English is confined to a small percentage of students in the Middle Class schools only. In para. 24 of his annual report 1871-72, Mr. Lee Warner has remarked on the "small urban population in Berar," and yet, as the Educational Inspector in his half-yearly report for 1874 has recorded, "in Bombay the Middle Class schools are in proportion to the Vernacular schools of 1 to 25; in Berar they are in the much larger proportion of 1 to 11."

50. The Middle Class schools in Berar teach the rudiments, Standards 1 to IV, and they are also supposed to have a double function, "that of supplying the demand for English education, and that of feeding the High schools." It has been stated that a small percentage of boys studies English; a smaller percentage still is passed on to the High school, as will be seen from the tables given in the following para., where the Middle Class schools are examined under the three conditions above stated.

51. In para. 47, a reason has been suggested for the uneven degree of assistance given to our High schools by those below them, and the following list will distinguish between such of the Middle Class schools as are established:—1st at the head-quarters of a district; 2nd, at the head-quarters of a taluka; 3rd, in towns in which is situated an Extra Assistant Commissioner's Court; 4th, in towns or villages where there is no community of Government officials, and where there are living few, or no strangers from the neighbouring Presidency.

Head-Quarters of the district.

Name of school.	Grade.	Number of pupils sent up to High schools since 1868.	Number of pupils now studying Standards V, VI, VII, (English.)	Number of pupils now studying Standards I, II, III, IV, (Lower Class school course.)
Akola	Middle Class— II.	49	39	237
Oomraottee	do. —III.	123	43	166
Elichpur Cantonment ...	do. — I.	34	34	139
Basim	do. — II.	34	51	129
Buldana	do. — V.	3	9	31
Iotmal	Lower Class— I.	3	...	...

Akola and Oomraottee are, for several reasons, the most important Middle Class schools in the province, and it is a pity that the latter is not raised a grade. The Elichpur school can never be largely attended, though it should always have a large upper division: the grade, however, in which it is placed is not justified by results. Basim does well. Buldana is, it is true, the head-quarters of a district, but it is doubtful if a Middle Class school in so small a village can do more than keep up appearances. Iotmal is a larger place than Buldana; and a Middle Class school will probably do well there.

Head-quarters of the talukas.

District.	Name of school.	Grade.	Number of pupils sent up to High schools since 1863.	Number of pupils now studying Standards V, VI, VII, (English.)	Number of pupils now studying Standards I, II, III, IV, (Lower Class school course.)
Akola	Akote ...	Middle Class II...	13	36	155
	Khamgaon ...	Do. II...	22	28	187
	Julgaum ...	Do. II...	12	28	100
	Balapur ...	Do. III...	22	15	100
	Balapur Peth ...	Do. IV...		15	108
Oomraottee ...	Chandur ...	Lower Class school grade I.			
	Murtizapur ...	Middle Class IV..	8	20	97
	Morsi ...	Do. V...	...	7	109
Elichpur ...	Dariapur ...	Do. V...	6	16	67
	Elichpur City ...	Do. III...	3	23	169
Basim	Pusad ...	Do. IV...	1	7	71
Buldana ...	Mulkapur ...	Do. I...	29	35	142
	Chickli ...	Do. III...	1	10	108
	Mehkur ...	Do. III...	4	14	99
Wun ...	Darwa ...	Do. III...	4	19	75
	Wun ...	Do. II...	4	24	105

The remark applied to the 1st grade school at the Elichpur Cantonment applies also to Mulkapur. Of the four schools of the second grade, Julgaum is weak, and Wun very poor. It has only supplied the High school with 4 students, and it cannot do more as it is situated at a great distance from Oomraottee. Of the Balapur schools, I shall treat separately. There are four other schools of the 3rd grade. The maintenance of the school in the Elichpur city is justified, because the town of Elichpur is the largest in Berar. But Chickli, Mehkur, and Darwa, have very poor schools. The numbers given in columns 2, 3, and 4, do not justify an expenditure of 75 Rupees on the Head Master, or 40 Rupees on the 1st Assistant. Of the three schools in the IVth grade, that at Murtizapur does well; but Pusad is distant from Akola, and fails to send up boys to the High school. It will, however, improve under a more popular Head Master: still it should be reduced one grade. Of the two schools in the Vth grade, one is situated in a central position, and at the head-quarters of the flourishing Dariapur taluka: it is consequently doing well. As yet, the Morsee school has failed to give satisfaction.

Towns in which there is an Extra Assistant Commissioner's Court.

District.	Name of school.	Grade.	No. of pupils sent up to High school, since 1868.	No. of pupils now studying Standards V, VI, VII, (English.)	No. of pupils now studying Standards I, II, III, IV, (Lower Class school course.)
Oomraottee ...	Karinja	Middle Class III.	5	23	102
Akola	Argaum	Do. V.	8	14	95

Both schools are doing fairly, and both may improve.

Towns and villages in which there is no Official Community.

District.	Name of school.	Grade.	No. of pupils sent up to High school since 1868.	No. of pupils now studying Standards V, VI, VII, (English.)	No. of pupils now studying Standards I, II, III, IV, (Lower Class school course.)
Akola	Pinjer	Middle Class V. ...	3	8	76
	Pathur	Do. V. ...	2	17	92
	Pathurda ...	Do. V. ...	...	14	80
	Sheagaum ...	Do. V. ...	3	13	120
Oomraottee ...	Tullegaum ...	Do. III. ...	10	14	144
Elichpur... ...	Unjengaum ...	Do. IV. ...	...	6	124
Basim	Sirpur	Do. IV. ...	2	11	96
	Rissoad	Do. V. ...	...	18	74
Buldana ...	Donegaum ...	Do. V. ...	1	8	66
	Pimpalgaum Raja ..	Do. V. ...	4	18	76
	Nandura	Do. IV. ...	...	7	68
	Dewulghat ...	Do. III. ...	5	15	85
	Dewalgaum Raja ..	Do. III. ...	2	17	115
Wun	Nair	Do. V. ...	2	7	77

Only three schools of all those which have been enumerated above have an English class of less than 10 boys. Five in this list fall short of that number, and these, with one exception, have not supplied the High school with more than 2 pupils; and this exception itself is only so in appearance; the three pupils who have joined the High school from Pinjar being relations of the Head Master. It is useless to expect any good results from Pinjar, Unjangaum, Donegaum, Nandura and Nair. Most of the other schools in this list are but little better. I except the two efficient schools at Sheagaum and Tullegaum; and in time Dewalgaum Raja should turn out a good school. For reasons which I have not space to give here, the figures in Columns 2 and 3, which apply to Dewalghat and Pimpulgaum Raja, are deceptive.

52. After thus passing in review the Middle Class schools, it will be useful to state that there are among the Lower Class, or Vernacular schools, 4 which bear on their rolls the names of 100 students, and 10 the names of 80 students; while there are many more in which the number exceeds 60. The lowest paid

permanent staff in a Middle Class school costs government 80 Rupees a month, The highest paid Lower Class school 40 Rupees a month. Mr. Candy, in para. 50 of his annual report, writes: "Between the present 5th grade Middle Class and 1st grade Lower Class, there should come a higher Lower Class grade with a Head Master on Rupees 40; 1st Assistant on Rupees 20, and 2nd Assistant on Rupees 10." It would be advantageous if our best Vernacular schools had better paid masters, and this we could afford to give them if the expenditure on our unremunerative Middle Class schools were lessened.

53. Mr. Candy subsequently placed before the Resident a scheme which had several great merits: he proposed to separate the English division from that portion of the school in which a merely Vernacular instruction was imparted. A little consideration of the figures appended to each school in Column III. will, however, prove that an English class of 15 boys cannot be regularly counted upon in more than 10 or 12 of our schools. In all the others though, in some years that figure might be exceeded, in other years it would not be reached. Mr. Candy's plan might, however, be carried into effect at once with great success in all the towns where there are Middle Class schools of the 1st and 2nd grade, except Wun, and perhaps Julgaum. It so happens that at Oomraottee, as well as at Basim, there is in close proximity to the Middle Class school one of the Lower Class in no way subordinate to it.

Nothing more absurd can be imagined, as the higher institutions are burdened with children learning the rudiments, while the upper boys in the Lower Class school would take a respectable place in a class managed by a high paid and competent master. If these Lower Class schools were converted into branch schools, and the Middle Class schools at Akola, Elichpur Cantonment, Akote, Khamgaum, and Mulkapur, had branch schools attached to them in the manner pointed out by the Officiating Director, we should have seven Middle Class schools in which the 5th would be the lowest standard; that is, which would be converted into real Anglo-Vernacular schools.

54. Sixteen of the weakest of our Middle Class schools might be placed on the footing suggested by Mr. Candy in para. 53, and ten of the best Lower Class schools be raised to the same level. I have stated that a Middle Class fulfils one, or two, or three functions. It may simply give elementary instruction to a large number of boys, in which case it is in reality merely a big Lower Class school; and a staff of masters on Rupees 40, Rupees 20, and Rupees 10, would be sufficient. It may besides this afford a higher style of education to 15 boys: and so far be really a Middle Class school: in such a case it would be entitled to an expenditure of 50 Rupees, 20 Rupees, 10 Rupees, which is the sum expended on a 5th grade school. It may fulfil all the functions of Middle Class school by also sending up pupils to the High school, in which case an expenditure equivalent to that of a fourth grade school would be justified. A system of payment according to the yearly results of each school might in this way be easily devised, if we keep in mind the principles above given in detail. The seven best of our Middle Class schools would be placed on a proper footing as real Anglo-Vernacular schools with Vernacular Branch schools attached. Some other schools which are doing well would be left in their present grades. To the most unsuccessful of our Middle Class schools, a reduced establishment would be permanently attached, but a way might be left open to them of yearly proving themselves to be really Middle Class schools. Finally, a greater measure of strength would be accorded to our most promising Lower Class schools, while the cost of Middle Class schools would be reduced, and that of Vernacular education increased, and the total expenditure diminished without injury to the cause of higher education.

55. There are two towns in the province on which the annual expenditure calls for special notice. According to the Census of 1867, Balapur ranks

among towns with a population exceeding 10,000 inhabitants.

	Rupees.
There are in it the Balapur Fort Middle Class school ...	1,884
Do. do. Peth do.	1,224
Do. do. „ Hindustani school ...	504
Do. do. „ „ Female school ...	348
Total ...	3,960

The population of Dewalghat is not given in the census, but the town is not a large one, nor are the inhabitants well to do, and yet there is an expenditure on the English-Marathi Middle Class school of	1,884
Hindustani-English do.	984
Female school	348
Total ...	3,216

56. Sixty-two candidates appeared at the Oomraottee High school entrance examination, and forty-seven passed. Thirty-nine candidates were considered fit to enter the High school at Akola.

Oomraottee High school.

The	Oomraottee Middle Class school passed	...11	pupils.
„	Elichpur Cantonment do.	... 8	„
„	Khamgaum do.	... 6	„
„	Dariapur do.	... 4	„
„	Darwa do.	... 3	„
„	Tullegaum do.	... 3	„
„	Karinja do.	... 3	„
„	Murtizapur do.	... 2	„
„	Mulcapur do.	... 1	„
„	Basim do.	... 1	„
„	Wun do.	... 1	„
„	Elichpur city do.	... 1	„
„	Morsee do.	... 1	„
„	Rissoad do.	... 1	„
„	Oomraottee Hindustani do.	... 1	„
		47	

Akola High school.

The	Akola Middle Class school passed	6	pupils.
„	Akot do. ...	5	„
and	... ...	1	„
The	Jalgaum do. ...	4	„
„	Balapur Fort do. ...	3	„
„	Sheagaum do. ...	3	„
„	Sirpoor do. ..	2	„
and	... ...	6	„
and	... ...	5	„
„	The Pathoor do. ...	1	„
„	Balapur Peth do. ...	1	„
„	Dewalghat do. ...	1	„
„	Tajnapeth Hindustani do. ...	1	„
			39

The following schools did not succeed in passing any candidates:—Argaum, Pathurda, Mehkur, Donegaum, Poosad, Chickhli, Nair, Unjungaum, and the Mulkapur, Dewalghat and Basim English-Hindustani schools.

The following schools did not even send up any candidates:—Nandura, Dewulgaum Raja, Pinjar, Buldana and Pimpalgaum Raja. In other words, 16 schools did not in any way contribute to this year's supplement of successful candidates, and 9 passed 1 pupil only.

57. The following table will give a comparative statement of the standards reached by our English-Marathi school students in the year 1873-74, and in the year 1874-75. In spite of the reduction of six Middle Class schools, the total number of students has risen from 4,452 to 4,631. As the sixth standard has been selected as the test for pupils desiring to enter the High school, there is naturally found a decrease in the number of pupils studying under Standard VII

The increase in the two lowest standards may be accounted for as owing to the recent entertainment of extra assistant masters.

Districts.		Number of schools.	Number of pupils studying Standards							
			I.	II.	III.	IV.	V.	VI.	VII.	Total.
Akola ...	1873-74	12	591	194	144	139	136	91	21	1,316
	1874-75	11	789	247	148	130	125	97	5	1,541
Buldana ...	1873-74	10	456	153	94	92	83	47	2	927
	1874-75	9	428	153	115	94	86	47	...	923
Basim ...	1873-74	6	255	110	77	77	46	31	...	587
	1874-75	4	207	100	27	36	38	34	15	457
Oomraottee ...	1873-74	5	304	134	88	65	52	42	...	685
	1874-75	5	387	174	86	71	68	37	2	825
Wun ...	1873-74	4	195	55	52	21	27	15	...	365
	1874-75	3	121	77	40	19	28	22	...	307
Elichpur ...	1873-74	5	340	73	49	44	35	18	13	572
	1874-75	4	278	108	63	50	44	35	...	578
Total...	1873-74	42	2,141	710	501	438	379	244	36	4,452
	1874-75	36	2,210	859	479	400	389	272	22	4,631
Percentage...	1873-74	...	48·1	16	11·4	9·9	8·3	5·3	·8	
	1874-75	...	47·7	18·5	10·3	8·6	8·4	6·1	·4	

58. The following table will show a steady increase, both in numbers and attainments in our five Hindustani Middle Class schools :—

Districts.		Number of schools.	Number of pupils studying Standards						
			I.	II.	III.	IV.	V.	VI.	Total.
Akola ...	1873-74	1	74	9	11	5	...	...	99
	1874-75	1	87	10	16	6	3	...	122
Buldana ...	1873-74	2	73	21	22	4	...	6	126
	1874-75	2	66	16	15	10	16	...	123
Basim ...	1873-74	1	27	...	7	...	9	...	43
	1874-75	1	45	12	4	7	2	...	70
Oomraottee ...	1873-74	1	46	...	5	3	...	...	54
	1874-75	1	48	9	10	...	5	...	72
Total...	1873-74	5	220	30	45	12	9	6	322
	1874-75	5	246	47	45	23	26	...	387
Percentage...	1873-74	...	68·3	9·3	14	3·7	2·8	1·9	
	1874-75	...	63·6	12·1	11·6	6	6·7	...	

Perhaps the Middle Class school at Dewalghat might be amalgamated with the English-Marathi school of that town (*vide* para. 55) and the other four, together with the Lower Class school in the Elichpur City, might be placed on the footing of intermediate schools, as suggested in para. 54. The Akola and Oomraottee schools have lately been put under the direction of competent head masters brought from Dhoolia and Lucknow, who are doing well.

59. Among all the schools of the 2nd grade, special mention, as having done well, may be made of that at Basim; among those of the 3rd grade, of that at Oomraottee; among those of the 4th grade, of that at Moortizapoor; and among those of the 5th grade, of the schools at Darriapoor and Shegaum.

The following schools have done badly: Nandura, under a Head Master, who has been dismissed from the department for making false returns of attendance: Tullegaum, where the 1st Assistant Master has been severely punished for insubordination.

60. The Resident has been pleased to grant the Middle Class schools 95 exhibitions of Rupees 4 each per month, tenable for one year. Of these, 81 are allotted to 21 Marathi Middle Class schools, and 14 to 3 Hindustani Middle Class schools. The rules drawn up by Dr. Sinclair, and the manner in which the scholarships are to be distributed among the Middle Class schools, are given in Appendix A. The exhibitions are intended to strengthen the links which should unite the schools of the Lower Class to those of the Middle Class. The former should feed the latter; but hitherto the pupils of our village schools have not found their way to the neighbouring town, where a Middle Class education can be imparted to them. The exhibitions will strengthen Middle Class and Lower Class schools alike, and infuse among the latter a healthy spirit of emulation. They will in special cases supply village school pupils with the means of obtaining a higher education, and make it possible for us to concentrate our efforts on a few places without injury to towns and villages where there is a certain but restricted desire for instruction in English. The rules issued by the Director of Public Instruction require some additions to ensure the proper disposal of the exhibitions, and for some time their working will have to be carefully watched.

61. Twenty Middle Class school pupils obtained Government employment during the year: nineteen were situations in the Educational Department, and one in the Forest Department.

LOWER CLASS SCHOOLS.

62. The number of Lower Class schools has increased during the year from 358 to 380, and the pupils from 13,431 to 15,843. Six Middle Class schools have been reduced, and now increase the list under consideration: of the 16 schools which have been newly established, 11 belonging to the 4th grade have been added to the 15 already in the Elichpur district, and five of the same grade have been added to the 24 already existing in the Akola district.

District.	Grades.				Total.	Establishment.	
	1	2	3	4			
Akola	28	4	26	29	87	Grade I.—Head Master ...	Rs. 30
Oomraottee ...	22	10	30	16	78	Assistant	„ 10
Buldana	12	9	19	26	66		40
Elichpur	14	2	11	26	53		
Basim	7	6	28	11	52	Grade II.—Head Master ...	24
Wun	8	4	16	16	44	Grade III.—Head Master ...	20
						Grade IV.—Head Master ...	15
Total...	91	35	130	124	380		

63. The following table will show that our Marathi Lower Class schools, which have increased from 313 to 335, are making great progress. There is

an increase of 2,199 pupils; and though the percentage of students in the upper standards is not larger than last year, that under Standard I. has fallen from 62 to 58 per cent., while that under Standard II., as well as under Standards III. and IV., shows a certain progress in studies. At the same time, it must be remembered that the list has been strengthened by six Middle Class schools lately reduced.

In the Oomraottee and Elichpur districts, the examinations held under the new Deputy Educational Inspectors have been perhaps somewhat more severe than those held last year. Of 51 pupils studying Standard VI., 30 belong to the Akola district, and 11 to the Oomraottee district: of 206 studying Standard V., 80 belong to the former and 60 to the latter district. These figures and those given under Standards III. and IV. prove how forward these two districts are when compared with the others.

District.		Number of schools.	Number of pupils studying Standards							
			I.	II.	III.	IV.	V.	IV.	VII.	Total.
Akola	1873-74	72	1,707	544	336	150	77	22	...	2,836
	1874-75	78	2,069	643	388	242	80	30	...	3,452
Buldana	1873-74	53	1,172	299	194	85	15	...	...	1,765
	1874-75	54	1,419	393	236	95	19	...	...	2,162
Basim	1873-74	46	770	265	153	72	6	6	...	1,272
	1874-75	48	865	341	226	124	13	5	...	1,574
Oomraottee	1873-74	67	1,617	549	319	198	57	34	3	2,777
	1874-75	67	1,541	779	382	178	60	11	...	2,951
Wun	1873-74	38	785	323	135	64	25	4	...	1,336
	1874-75	39	719	448	189	112	31	5	...	1,504
Elichpur	1873-74	37	1,334	343	208	35	5	...	...	1,925
	1874-75	49	1,570	489	273	132	3	...	...	2,467
Total...	1873-74 ...	313	7,385	2,323	1,345	604	185	66	3	11,911
	1874-75 ...	335	8,183	3,093	1,694	883	206	51	...	14,110
Percentage...	1873-74 ...	...	62	19·5	11·4	5·1	1·5	·5	·02	
	1874-75 ...	...	58	21·4	12·3	6·4	1·5	·4	...	

64. The Hindustani schools are more numerously attended than they were last year; for though the number of the schools is the same, there are 213 more scholars on the roll. The more rigid examination of the Hindustani Deputy Educational Inspector has had the effect of reducing the percentage of pupils studying under Standards II. to V., and the chief increase is in the number of boys lately entered under Standard I. The largest increase is in the Akola district, which possesses the best Hindustani Lower Class schools in the province, and in the Oomraottee district; and it is with regret that I notice a falling-off in Elichpur. This is partly owing to the carelessness of the Head Master at Unjangaum, whom it has been found necessary to remove from the department, and partly to the transfer of a popular master from Pathroat. The progress of the Hindustani Lower Class schools is slow and not very satisfactory. Many of the old masters are incompetent, and the Musalman population is poor and comparatively unwilling to take advantage of the Government schools. It will be a work of time to raise the condition of the Hindustani schools of the Middle and Lower Class; and the figures given in the following table, and that regarding the Middle Class schools, prove that we cannot for some years expect to have many students in the two High schools really fitted to pursue the course of instruction which should be imparted in

them; so that it would be a waste of power to strengthen the teaching-staff in the Akola High school. The work of the Hindustani Deputy Educational Inspector is of a most important kind, and it is hoped that he will do it justice. All steps taken to remove incompetent teachers from the department require the greatest caution, but every effort must in the meanwhile be made to improve the condition of the Hindustani side of the Training College that every teacher freshly introduced into the department may be better than his predecessor.

Of one Hindustani Lower Class school special mention should be made. Of the six Hindustani Middle Class schools which were maintained in the province in 1872, one only has been reduced, that at the Elichpur city. This was beginning at the wrong end, as the Musalman population in Elichpur greatly exceeds that in any other town in Berar. Compared with it Dewalghat, Basim, and Mulkapur, are unimportant.

District.		No. of schools.	Number of pupils studying Standards					
			I.	II.	III.	IV.	V.	Total.
Akola	1873-74 ...	9	236	62	25	18	4	345
	1874-75 ..	9	321	49	35	28	...	433
Buldana	1873-74 ...	12	258	54	27	16	...	355
	1874-75 ...	12	270	72	32	11	...	385
Basim	1873-74 ...	4	73	22	27	14	...	136
	1874-75 ..	4	87	31	16	16	...	150
Oomraottee	1873-74 ...	11	235	76	41	38	4	394
	1874-75 ...	11	325	59	46	26	...	456
Wun	1873-74 ...	5	90	17	9	2	...	118
	1874-75 ...	5	117	25	2	3	...	147
Elichpur	1873-74 ...	4	137	16	14	4	1	172
	1874-75 ...	4	117	20	22	3	...	162
Total ...	1873-74 ..	45	1,029	247	143	92	9	1,520
	1874-75 ...	45	1,237	256	153	87	...	1,733
Percentage.	1873-74 ...		68	16	9	6	1	
	1874-75 ...		71·3	14.8	8·9	5	...	

65. A brief extract from the report sent in by the Deputy Educational Inspector, Akola, will show how flourishing is the condition of the Lower Class schools in his districts. Mr. Shriram Bhikaji Jatar, who has been acting for some time as Head Master in the Oomraottee High school, writes after his return: "This year I was particularly struck with the improvement in attendance and progress in some of the schools in the Jalgaum taluka. The best of them teach up to Standard VI., omitting the head English. Pupils were presented to be examined by 23 schools, and they passed successfully from 16 of them." Of the Akola taluka, which has 19 schools, he writes: "The number of boys in the Boregaum school is 104, and the school at Pathoor Nandapur has passed three boys in the sixth standard. Of the 8 schools of the 3rd grade that at Kurankhed has 73 boys on roll: the worst attended school of this grade is that at Zodga, which has 30 boys: a fair number considering the size of the village." In the Akote taluka, "of ten schools of the 1st grade, Akoli has the largest (100) and Mundgaum the smallest (48) attendance. This shows that all the schools of this grade are well attended."

66. The Oomraottee Deputy Educational Inspector reports that although "the number of Lower schools has remained the same, *i. e.*, 78, there has been a decided improvement in the numbers on the roll, as well as an increase in the average daily attendance. I name in the margin such of the Marathi school masters as deserve to be brought to your special notice for their judicious management, and for the great amount of pains they have taken to bring up their schools to a proper level."

Tirasa. Mungrul Dustagir.
Amnair. Verul.
Valgaum. Kurum.
Bhatkuli. Chandur.
Budnera. Rithpur.

67. Matters are not so flourishing in the Buldana district, where above the ghats the people are poorer than their fellows in the valley; and it is observable that here the Kunbis do not send their sons to school willingly, and withdraw them early. The Deputy Educational Inspector is, however, able to mention with praise the condition of fifteen schools which have on roll more than 50 pupils: on the other hand, there are 9 schools which scarcely number 25: still the spread of schools in the Buldana district has not yet reached its limit; and though it is a pity that in Buldana the excess of expenditure on schools of the Middle Class is very great—greater in proportion than that on any other district—some of the Lower Class schools have not their full complement of masters, and from many quarters the people are petitioning for Government schools.

68. The Elichpur district is progressing rapidly, and the spread and rise of Lower Class school education is most satisfactory, though the standard of studies reached is not yet on a level with that obtained in the adjoining districts. The Deputy Educational Inspector writes: "The Lower Class schools at Pathrot, Brahmanwada, Karasgaum, Shirusgaum, Chowsala, Sultanpur, and Abapura, are the best of their kind. In all of them the attendance is above 60. The first of these enrolls 101 boys: the second 120." Two unremunerative schools have been established in the Melghat with a view to attract the Ghonds and Kurkus, but they have failed to do this, and the two together contain only 3 Kurku boys.

69. In the Basim district, school-houses are more required than school masters. The standard reached by most of the schools was lately very low, and the Deputy Educational Inspector, who has been zealous to improve his district, reports:—"It will be seen from this table that at the close of the year under review, the number of schools in which the studies have not been pushed beyond Standards I.—III. has become less than before." But much remains to be done.

Standards.	31st March.	
	1874.	1875.
I. ...	1	...
II. ...	6	2
III. ...	20	12
IV. ...	18	27
V. ...	2	6
VI. ...	1	1
	48	48

70. The Wun district has but few Lower Class schools, but many of them are in a very healthy condition. In a few years the progress of this district, which has hitherto been so tardy, will no doubt be very great. Here, as in

Basim, and perhaps Buldana, the educational cess requires assistance from the general revenues, and this might perhaps be granted if the present expenditure on Middle Class schools were lessened. Of the Iotmal school, Lower Class, grade I., the Deputy Educational Inspector reports:—"It is attended by 95 boys, one-third of whom require to be taught in Standards IV., V. and VI. About 25 boys, who were in the upper classes studying these standards, and who would have remained had the staff of masters been sufficiently strong to do them justice, have left the school within the last 12 months. The present low position of this school is felt as a hardship by the inhabitants of Iotmal and this taluka generally."

71. It is sometimes found that in certain small villages where there is no Government school, a desire for elementary instruction is strongly expressed. The school flourishes for a time and then dwindles away. This is natural: when the master first arrives he finds some 30 boys varying in age from 12 to 5, who are all equally uneducated. In three years he has taught these to read, and to write Modî, and to work easy sums, and has exhausted the temporary supply. For three years his work has been useful, but the fourth year it is prolonged beyond the requirements of the inhabitants. No attempt should be made to render the school permanent: let the master move to some new village in which there has been no Government school: after the lapse of a few years he may return to his old post, where he will again find a batch of pupils. In small villages of this kind, no outlay should be made on the school-house, as the inhabitants who petition for a master may justly be required to supply him with a decent house in which to teach his boys.

72. Sixteen Lower Class school pupils obtained government employment during the year: twelve were situations in the Educational department, two in the Revenue, one in the Medical, and one in the Police department.

FEMALE SCHOOLS.

73. In the year 1871-72, there were in the province 27 Female schools, with 706 pupils: there are now 24 schools, with 738 pupils. They are thus divided among the districts:—

District.	Marathi.	Hindustani.	Total.
Akola	5	2	7
Oomraottee	1	4	5
Buldana	1	3	4
Elichpur	3	2	5
Basim	1	...	1
Wun	2	...	2
Total...	13	11	24

74. For the reason stated in para. 192 of the last annual report, it has not been found advisable to apply the revised standards to Female schools; and in the absence of suitable standards, it is impossible to gauge, with any accuracy, the progress that is being made. Should such be introduced, as it is now proposed to do, it will be easy to ascertain the value of these schools, on which the most contradictory remarks have been passed. Between the worst

schools, such as are cited by Mr. Lee Warner in para. 76 of the annual report for 1871-72, and the best, such as are noticed by Dr. Sinclair in paras. 193, 194 of his report for the year 1873-74, come the majority, and to these Mr. Candy's remark in para. 61 of his report for the year 1872-73 appears to me to apply. "It is evident that female education in Berar is still in a very elementary state, and that people, generally, are very apathetic with regard to it." It would be a mistake to imagine that any great change for the better has been gradually taking place during the past four years: if there has been any progress, it is in the Marathi schools.

75. It is doubtful whether "the expenditure on Female schools is advisable, while education for boys is so much wanted" *(vide* para. 40 of the Bombay Report 1873-74*)*, but here, as elsewhere, it is hard to draw back the hand altogether now that the work has been started, and a fond hope is cherished that in time something may come of perseverance.

76. In Boys' schools, though a great deal depends upon the head master, means can be taken to remove him should he not give satisfaction; and his work will be carried on with little or no permanent injury to the school, under a successor, whom it is easy to find. In a female school everything seems to hang on the popularity of the head master. I take the school at Wun as an instance. Mr. Candy reports that "the school at Wun still continues to be one of the best, if not the best in Berar." This is not so now: the old master is gone, and a fit man has not been found to take his place, and it is difficult to discover that any of the pupils have learnt anything. There are some Female schools in which a little progress is being made, and I may mention with approval those at Oomraottee, Khamgaon, Basim and Bableé.

The whole subject requires more attention than has yet been given it. Standards should be framed; suitable books should be chosen; unsuitable books should be forbidden: (it is not wise, for instance, to place the Bagh-o-Bahar in any girls' hands): sewing should invariably be taught: special local committees should be appointed to forward the interests of the school, of which the most deserving members might receive the approving notice of the district officers, and the worst schools might be closed that a more concentrated interest may be bestowed on those which show some promise of improvement.

TRAINING COLLEGE.

77. One useful change has been made in the teaching staff of the Training College, which consists of a Principal on Rupees 120, a Marathi master on Rupees 80, and a Hindustani master on Rupees 80. Hitherto, the Principal has been a Marathi teacher, entirely ignorant of Hindustani. In Mr. Nur Khan we now possess an efficient Hindustani teacher, who knows enough of the language to superintend the Marathi side. It is easy to obtain good Marathi teachers from the neighbouring presidency, while it is almost impossible to get a good Hindustani teacher. Our Marathi Middle Class schools educate their best pupils up to a standard which is sufficiently high to enable these to undertake, with success, the duties of a master in a Lower Class school. Our Hindustani Middle Class schools cannot yet do this. It was therefore a step in the right direction when the Hindustani side of the Training College was strengthened by the appointment of a Musalman Principal.

78. For many years to come, the welfare of the Training College will be of the utmost importance. It is not only that the department looks to it for the reform of the whole staff of Hindustani teachers, but it is important that as many Marathi masters as possible should be natives of the country, as it

stands to reason that, if he is in all points a well trained teacher, the Berari will be a more popular and useful master than a ny outsider.

79. It is a pity therefore that the task of instructing the ten or twelve boys who compose the Hindustani side of the Akola High school has of late been thrown on the Principal and Hindustani Master of the Training College. This is the business of the Hindustani teacher of the High school, whose post, when it fell vacant, was given to a Marathi teacher.

80. The Principal has reported: "Since the annual certificate examination held in November last, there has been no demand upon the college for Marathi masters, although a good many passed candidates have been available. The several vacancies that from time to time have occurred in the Lower Class schools during the last five months have been filled by outsiders." The Principal proceeds to state that in the month preceding the annual examination, a demand was made for six Marathi teachers, but that at that time the college was not able to supply the want, and he suggests that in such cases the posts should be given for a few months to acting masters till the Training College is ready to send out a batch of certificated students." The system of discharging students with bare certificates, after they have passed the first or the second year's course, as laid down in the College Code, or of depriving them of their stipends and directing them to remain in the college until vacancies occur, as adopted this year, is productive of no good. In the first case, when passed students are discharged from the college without being provided with masterships, they are apt to forget what they have learned. They are also apt to enter other lines of life than the one designed for them. In the second case, when passed students are deprived of their stipends and directed to remain in the college until vacancies occur, it is hardly possible that they will stick to it. For want of maintenance, they must quit the college. Thus, in each case, passed students, whose education must have cost a considerble sum of money, are apt to be lost to the department. The only remedy to prevent this mishap is, I think, to allow such students to hold on their stipends until they are provided with places." This needs no comment, and the remedy for the evil can be stated in a few words. As soon as the yearly examination is over, the Director should issue a notification to all the Deputy Commissioners, informing them that the Deputy Educational Inspectors may draw on the college for a given number of masters. Before making any appointment, the Deputy Commissioner should inform the Director of the vacancy, that the latter may place before him the advisability of appointing a Training College student, whose claims in all ordinary cases are greater than those of any other applicant for the post. It is not necessary that candidates for the Training College should join that institution immediately they have passed the examination. The students who have received their certificates should be allowed to remain in the college, provided that they continue steadily at work, in receipt of their stipends till employment can be found for them. As the exhibitions fall vacant, passed candidates should be summoned to attend the college course. It is better that the confusion entailed on the college by want of regularity in the demand and supply should be felt in the early rather than in the late portion of the career of its students.

81. There is but little fault to find with the rules issued by Mr. Candy, (*vide* pages 47-51 annual report for 1872-73), but they have been disregarded, both in the particulars above mentioned and in others of some importance. Virtually the agreement entered into by the Director of Public Instruction and the student has been broken by the former. Untrained masters and free students have been admitted into the college in some numbers and at odd times; and this has served to throw the classes into confusion. More pupils have been admitted than the rules of the college justify, so that it has been found impossible to give due efficiency to the teaching. Finally, the examinations

in Standard IV. held by the Deputy Educational Inspectors have not been sufficiently strict:—

Name of District.	Marathi side.		Hindustani school.	
	Number presented at the examination.	Number passed.	Number presented at the examination.	Number passed.
Akola...	68	20	24	10
Buldana	26	11	10	5
Basim...	30	13	9	1
Oomraotteo	47	7	15	1
Wun	8	3	...	...
Elichpur	9	...	2	1
Total....	188	54	60	18

In November 1874.—Three Marathi students passed in Class II. and 15 in Class III. in the first year's course.

„ „ Five Hindustani students passed in Class II. and 9 in Class III. in the first year's course.

„ „ Three Hindustani students passed in Class II. in the second year's course.

The results of the examinations were not made known till 1st January 1875.

In that month two students obtained employment from the Hindustani side: none from the Marathi side.

In February two do. do.

In March none do. do.,

and 18 on the Marathi, and 13 on the Hindustani side were left without employment.

According to the Training College rules, there should be 25 stipendiary and five free students on the Marathi side, and as many on the Hindustani side. But there were 27 stipendiary and 22 free students on the Marathi side, and on the Hindustani side 25 stipendiary students and 10 free students. Of the above students, 4 Hindustani masters were stipendiary students, and one Hindustani master was a free student, and 2 Marathi masters were stipendiary students.

82. The number of masters admitted into the department during the year is as follows:—

District.	Marathi.	Hindustani.	Total.
Akola	3	2	5
Buldana	...	...	...
Basim	...	1	1
Oomraottee	1	5	6
Wun	...	2	2
Elichpur	...	1	1
Total...	4	11	15

83. The revised standard of Hindustani studies in the Training College is given in appendix C.

NIGHT CLASSES.

84. The chief increase under this head has been in the Oomraottee district, where 6 new classes were opened during the year. The following table will show the number of these classes, and the people who attended them during the last two years:—

District.		Number of Night Classes.	Number of pupils.				
			Brahmins.	Kunbis.	Other Hindus.	Muhammadans.	Total.
Oomraottee, 31st March	1874 ...	1	1	3	20	...	24
	1875 ...	7	4	51	122	1	178
Elichpur, 31st March	1874 ...	1	2	9	13	...	24
	1875 ...	1	2	6	10	1	19
Total...	1874 ...	2	3	12	33	...	48
	1875 ...	8	6	57	132	2	197

These schools have been started by the masters of our boys' schools, with a view to educate grown up persons, chiefly agriculturists and labourers whose time in the day is taken up by field and other work. The masters receive Rupees 10 a month from the educational cess, which is their remuneration, and out of which are defrayed the expenses of providing the pupils with slates, papers, books, &c. The pupils assemble at night, and receive instruction for about two hours in reading, writing, and arithmetic. The best of these can now read the Modi third book, and know addition, subtraction and multiplication.

I have nothing to say against Night Classes; but how far the masters, who have undertaken the duty of instructing them, can devote their attention to this additional work remains to be seen.

PRIVATE SCHOOLS UNDER GOVERNMENT INSPECTION.

85. No definite plan has yet been worked out to meet the educational requirements of the European and Eurasian population. The parents have insuperable objections to sending their children to the Government school, where a Brahmin master teaches the sons of natives first, and chiefly their own vernacular, and secondly English. Their wish is to have a school exclusively to their own use, under the management of a European or Eurasian master, and if possible a mistress, who will impart to their boys and girls a sound knowledge of English, where the training will be both religious and secular. Unfortunately, most of the parents find it impossible to pay any large sum for the education of their children: and as they are for the most part in Government employ they are scattered over the six districts in so many little groups. It is estimated that there are 141 children of both sexes able and willing to take advantage of any instruction which would be afforded to them in suitable schools. Of these, 47 would perhaps attend a central boarding school at Oomraottee as boarders if a great portion of the boarding expenses were borne by Government, few of whom can be sent to the Bishop's school at Nagpur, where the cost of boarding amounts to 20 Rupees *per mensem*.

86. After estimating the restricted use to which a boarding school at Oomraottee could be put, the Resident has come to the conclusion that "we must seek to establish day schools at each of the head-quarter stations of the districts except Basim."

87. It is a pity that a central boarding school cannot meet the wants of the five districts, as it is probable that the little schools which will be established in accordance with the desire of the Resident will with difficulty hold their ground permanently, they will not afford the same high quality of instruction which might be imparted in one institution, nor will they have the benefit of concentrated supervision; while the attention bestowed by parents on the working of a school in their immediate neighbourhood, useful as it is in many ways, runs the danger of turning into interference. Mr. LeeWarner, in para. 82 of the annual report for 1871-72, has accurately sketched "the permanent and accidental causes of the failure of the school at Iotmal." A day school was started lately in Akola, and very quickly proved to be a failure. There is a small aided day school at Elichpur, which is conducted by the daughter of one of the residents: it is attended by 10 pupils, some of whom are the brothers of the mistress. In the Commissioner's letter No. 1126, dated the 27th of June, para. 2, the number of European and Eurasian children is given as males 21, females 22—the highest figures in any of the districts: yet the school attendance is very trifling. In order to succeed, the day schools must be entrusted to carefully selected masters, whose services must be obtained even at a considerable outlay. In the words of the extract from Government Proceedings No. 3, dated the 9th March 1874, "local co-operation must be insisted on;" that is, "the wealthier European community should co-operate with Government in the scheme," not merely by giving it pecuniary assistance, but also by voluntarily aiding to further the interests of the school.

88. The Director of Public Instruction has requested a grant-in-aid of 50 Rupees towards the maintenance of a Eurasian master at Buldana, who is teaching the children in that station, under the direction of the Revd. Mr. Lucas of the Church of England Mission. For the other stations, he suggests the entertainment of a master on Rupees 150 *per mensem*.

89. The following table will give all the information that is required on the aided schools. The first three are under the supervision of the Reverend Sidoba Bapuji Missal of the Free Church Mission, and continue to deserve the praise awarded to them last year by the Director of Public Instruction, as they are conducted with great care: of the Elichpur school, mention has already been made:—

District.	School.		Number of pupils.	Class of pupils.			Languages taught.		Grant-in-aid (monthly.)
				Hindus.	Muhamadans.	Christians.	Marathi.	English.	
									Rs.
Akola ...	Tajnapeth Mission school.	1873-74 ...	60	53	2	5	60	16	30
		1874-75 ...	50	44	1	5	50	13	
	Do. Female school.	1873-74 ...	...	...	...	...	...	...	...
		1874-75 ...	26	13	2	11	26	6	25
Oomraottee ...	Oomraottee Mission school	1873-74 ...	27	22	4	1	27	...	30
		1874-75 ...	73	66	4	3	73	9	
Elichpur ...	Elichpur European and Eurasian school.	1873-74 ...	10	...	...	10	...	10	15
		1874-75 ...	10	...	...	10	...	10	
	Total	1873-74...	97	75	6	16	87	26	
		1874-75...	159	123	7	29	149	38	

INDIGENOUS SCHOOLS.

90. A comparative table of indigenous schools for 1874-75 is given, but no confidence can be placed in the exactness of the returns. The great increase shown in the number of schools and pupils in the Oomraottee district only means that the lists sent in by the Tahsildars are somewhat more comprehensive than those hitherto compiled by Government school masters. The return for the Akola district is manifestly wrong, and doubtless those of the other districts are inexact.

Districts.		Marathi.		Hindustani.		Total.	
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Akola ...	31st March... 1874 ...	26	606	...	...	26	606
	1875 ...	13	344	...	...	13	344
Buldana ...	" ... 1874 ...	36	584	2	7	38	591
	1875 ...	38	732	1	9	39	741
Basim ...	" ... 1874 ...	10	163	1	20	11	183
	1875 ...	15	297	5	115	20	412
Oomraottee ...	" ... 1874 ...	42	844	5	83	47	927
	1875 ...	68	1,054	9	121	77	1175
Wun ...	" ... 1874 ...	5	82	...	...	5	82
	1875 ...	2	42	...	...	2	42
Elichpur ...	" ... 1874 ...	32	631	7	107	39	738
	1875 ...	36	630	5	78	41	708
Total	... 1874 ...	151	2,910	15	217	166	3,127
	1875 ...	172	3,099	20	323	192	3,422

District.	Description of schools.	Number of schools on the 31st March 1875.	Number on the Rolls during 1874-75 monthly average.	Average daily attendance during 1874-75.	Grants-in-aid given by Government. Rs.	A.	P.	Probable expenditure from all sources, other than Grant-in-aid. Rs.	A.	P.	Remarks.
Akola ...	Marathi ...	13	436	323	396	8	0	645	15	0	
	Hindustani ...	...	...	...				...	...	...	
Buldana ...	Marathi ...	38	707	684	322	0	0	645	1	0	
	Hindustani ...	1	9	9				11	2	0	
Basim ...	Marathi ...	15	242	198	230	0	6	245	13	0	
	Hindustani ...	5	74	61				38	3	0	
Oomraottee ...	Marathi ...	68	992	883	329	0	0	*	*	*	
	Hindustani ...	9	103	99				*	*	*	
Wun ...	Marathi ...	2	71	55	79	0	0	133	10	0	
	Hindustani ...	...	...	...				...	...	...	
Elichpur ...	Marathi ...	36	664	584	637	0	0	1007	11	0	
	Hindustani ...	5	76	56				136	10	0	
Total....	Marathi ...	172	3,112	2727	1,993	8	6	2678	2	0	
	Hindustani ...	20	252	225				185	15	0	

* Not given in the return.

91. There are several reasons why these returns are not trustworthy. There is no uniform system of obtaining the information required. A bimensal report made by the Patel of each village in which there is an indigenous school should be sent to the Tahsildar, giving, as accurately as possible, the attendance and number on the roll of the pupils; the fees paid to the master, and the causes which have led to the opening and closing of a school. These bimensal reports might be compiled in the Deputy Educational Inspector's office after they have been forwarded to that officer through the Tahsildar. Something of this sort does now take place in most talukas, but as no authoritative rules have been laid down, very little attention is given to the accuracy of the returns, and they serve only to mislead.

92. Even if greater pains were taken to make them correct, the required statistics would seldom be absolutely exact, owing to the nature of the schools. These are opened and closed, re-opened and re-closed, with astonishing frequency: everything depends, on the one hand, on the health, success, and good pleasure of the master, who has nothing to detain him in one place more than in another, and, on the other hand, on the caprice or means of the people who retain and pay the teacher, either all the year round, or merely during the months when there is no work in the fields. It is not to be supposed that all indigenous school masters are acquainted with the conditions on which Government aid is granted, while some absolutely refuse Government assistance, and from these, no returns worthy of the name can be expected. There are other indigenous masters who, though they accept Register, and Roll, and Visitors' Book, and make some pretence of conforming to the conditions which Government requires of them, are in reality too ignorant and too careless to record the daily attendance, or the name of every boy who enters the school. There are, however, a few masters in whom a little trust may be placed.

93. The free working of indigenous schools is never interfered with by any officer in the department; but it is impossible for any person interested in the progress of education to look on all indigenous schools with the same favouring eye. In large towns where the Government schools cannot find room for all the children, and in small villages where there is no Government school master at all, the indigenous institutions are useful pioneers, to whose assistance all are indebted. In towns and villages where there is a Government school to which the indigenous master opposes himself, sometimes for years successfully, the latter *may be* useful to the department as expressing the discontent of the people, either with the Government school master personally, or with the mode of teaching and aims of the department; or with both master and system. Here, however, we are forced to discriminate between the justifiable dislike of the people to an inefficient master, and all the petty hatreds, private jealousies, and party quarrels to which a stranger is exposed; and sometimes we find that the opponent to the Government master has been set up, not to further education, but to ruin an individual. We are also forced to distinguish between the reasonable desire of the people for a system of education suited to their daily wants and past habits, and the feelings which result from ignorance and indolence: and sometimes we find that the indigenous school set up to thwart the Government institution is not a school at all, but a trick to enable parents and children to maintain the appearances that have been hitherto kept up in the village, so that they may not become more regular and hardworking or in any way improved on what they were before.

Two things are certain: 1st, that the best indigenous school master is inferior as a teaher to the ordinary Government master, and his school cannot be compared with the average Government school; 2ndly, that not the slightest check should be placed on the voluntary action of the people, because miserably weak and mistaken as it is, the progress of the Government department threatens wholly to suppress the free will of the people who will then never help or advise it, but only consent to be helped themselves a little or much,

as Government thinks fit; and, yet, I doubt if we are not, owing to the smallness of the fees which we exact from our pupils, making certain the destruction of the indigenous schools, and are not accustoming the parents to expect Government to afford their children instruction free of charge, so that pecuniary sacrifice and private schools on the part of those who wish for elementary instruction will soon be unknown. Later, however, perhaps private and voluntary assistance to Government enterprise may show themselves not as now in the lowest schools, but in those of the Middle and Higher Class.

JAIL SCHOOLS.

94. There are two schools of this class—one at Akola and one at Oomraottee. The school at Akola appears to be the better of the two. At Akola, the suggestion of forming the young prisoners into a separate school has been taken up, and the female prisoners receive instruction from the wife of the Reverend Mr. Sidoba Missal. The Deputy Educational Inspector of the Akola district reports: "there are 14 prisoners in the class of juvenile prisoners who are taught by a prisoner named Ramchandra Krishna. The most advanced of these boys have read some pages of our Modi third book; and are able to write simple words to dictation; two boys of this class have begun to read the Modi first book, and the others are learning the alphabet. There are three classes of adults containing 22, 35, and 35 prisoners, respectively. In one of these classes Urdu is taught by a Muhammadan prisoner, and the others are Marathi classes taught by Hindu prisoners. In the Marathi classes, the first and second Modi books, and in the Urdu class, Talimnama, Part I, is taught. The majority of the prisoners in each class learn the alphabet. On the whole, the school has improved since April 1873." "I examined the females when I visited the Jail school a few days ago. Two of them read sentences from a Balbodha book; two attempt to read words, and the other seven are learning the alphabet." In the Oomraottee school 71 prisoners receive instruction from their fellow prisoners, 58 of whom learn Marathi, 7 Hindustani and 6 Telugu. The Deputy Educational Inspector of the Oomraottee district observed at his visit that the prisoners had hardly made any addition to their "former stock of knowledge, and whatever they knew was acquired by them before they joined the Jail." He found that the most advanced could not go beyond the reading of a little Balbodha and Modi and that the Hindustani classes were not in any way better than the Marathi ones. In order to improve the condition of the school he suggests: 1st, that those prisoners who teach others should be exempted from out door work; 2ndly, that the prisoners should be taught at least one hour a day, and, 3rdly, that all the convicts should get slates, books, and writing materials. These suggestions are good ones. The time allowed for instruction is certainly very limited: and I am of opinion that no substantial improvement in these schools can be expected so long as steps are not taken to place them under the management of independent trained masters. The matter will be brought to the notice of the Inspector General of Jails.

EDUCATION OF LOW CASTE BOYS AND FEE RATES.

95. It will be seen from the following table how far we have been successful during the year in our efforts to educate this class of the community. There has been some improvement in the studies of the low caste boys, as the best of these have advanced as far as Standard III., but the total number on roll has decreased by 3. The numbers in the Akola, Basim and Elichpur districts, have decidedly risen, while there is a corresponding falling-off in those of the other three districts—Buldana, Oomraottee, and Wun. No special reason is assigned for this decrease. The Deputy Educational Inspector, Oomraottee, attributes it to the extreme poverty of those people, as well as to their low social condition and their peculiar habits of living. The remarks of the Deputy Educational Inspector, Buldana, are almost of the same nature, but

he states further that "the little sympathy which impelled them to enlist themselves as students in our schools is now diminishing as the novelty of the matter is wearing away":—

Districts.	31st March.		Increase.	Decrease.
	1874.	1875.		
Akola	137	163	26	...
Buldana	156	149	...	7
Basim	26	37	11	...
Oomraottee	116	92	...	24
Wun	43	19	...	24
Elichpur	124	139	15	...
Total ...	602	599	52	55

96. Low caste boys may for two years avail themselves of the instruction given in Government schools free of charge. This term has been fixed, not because it is supposed that in the time they will have completed their course of studies, however elementary the course may be, but because after two years they may have become so sensible of the benefit of education as to be willing to pay the fees required by Government. No free admission is accorded to boys unable through poverty to pay their fees as in the Bombay Presidency, where the number of pupils admitted free of charge is limited to 20 per cent. on the total number of attendance. No distinction either is made in the fees of village schools demanded of parents who are, and parents who are not, called upon to pay the educational cess. But the fees in the lower standards of all four Middle and Lower Class schools have been reduced, as the following table will show:—

1873-74.		1874-75.	
Standards of Studies.	Fee Rates.	Standards of studies.	Fee Rates.
I.	1 Anna	I. and II. ...	1 Anna.
II. III. IV. ...	2 Annas	III. and IV. ...	2 Annas.
V.	4 „	V. and VI. ...	4 „
VI. VII. VIII. ...	6 „	VII. and VIII. ...	6 „
IX. and above ...	8 „	IX. and above ...	8 „

* *

VERNACULAR LITERATURE.

97. The scheme for encouraging Vernacular Literature in Berar has not, during the year under report, been productive of any good results. Two Romances were sent in, and were deemed unworthy of reward: a Marathi translation of a little treatise on Astronomy, the outlines of the History of Berar, and Krishna Kumari—a Marathi Poem—have been submitted to the criticisms of the Committee, but no judgment has yet been passed on these books.

* Annas 2 only are required of boys in Lower Class schools when learning Standards V. and VI., *omitting the head English.*

BOOK DEPOT.

98. The following table gives the allotment and expenditure for the past two years:—

	Allotment.						Expenditure.					
	For 1873-74.			For 1874-75.			For 1873-74.			For 1874-75.		
I.—Book Depot.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.
(1.)—Curator's salary	1,200	0	0	1,200	0	0	1,200	0	0	1,200	0	0
(2.)—Establishment	1,200	0	0	1,200	0	0	1,200	0	0	1,200	0	0
(3.)—Contingencies	180	0	0	180	0	0	179	6	11	138	6	3
(4.)—For purchase and publication of books to be re-sold	4,000	0	0	4,000	0	0	3,589	10	10	3,732	14	6
II.—Prizes and Rewards.												
(1.)—Prizes to be given by the Deputy Educational Inspectors when on tour ...	800	0	0	1,000	0	0	800	0	0	1,000	0	0
(2.)—Prizes to the High schools ...	145	0	0	200	0	0	145	0	0	200	0	0
(3.)—Gymnasium	155	0	0	...	...	...	155	0	0	...	...	...
(4.)—Encouragement to Vernacular Literature	300	0	0	300	0	0	100	0	0	100	0	0
(5.) Maps	900	0	0	900	0	0	900	0	0	854	6	1
(6.) Library books	...	...	...	100	0	0	...	...	...	91	2	0
Total ..	8,880	0	0	9,080	0	0	8,219	1	9	8,516	12	10

99. The following table shows the number and the value of books purchased and sold during the year:—

Languages.	Purchased during the year.				Sold during the year.				Balance on 31st March 1875.			
	No. of copies.	Amount.			No. of copies.	Amount.			No. of copies.	Amount.		
		RS.	A.	P.		RS.	A.	P.		RS.	A.	P.
English	119	80	4	0	3,791	1,021	1	8	11,656	4,349	12	6
Marathi	20,240	2,938	2	0	31,113	4,690	10	0	31,714	5,446	8	6
Sanskrit	1,530	292	3	0	863	312	15	6	3,763	1,238	9	6
Hindustani	5,916	615	10	6	4,795	771	3	0	11,202	2,568	3	9
Persian	1,015	246	6	6	185	29	14	6	461	139	5	0
Total...	28,820	4,172	10	0	40,747	6,825	12	8	58,796	13,742	7	3

Correct information regarding the sale and balance of Persian books in the Branch Book Depôts has not been obtained, and therefore the figures under those heads in the above table are for the Central Depôt only.

100. The following Books were departmentally printed during the year :—

Name of Book.	No. of copies.	Amount.		
		Rs.	A.	P.
Berar Modi II. Book	7,000	875	0	0
Hindustani Geography of Berar	2,000	187	8	0
Ujalni, or Anka Lipi	4,000	312	8	0
	13,000	1,375	0	0

The Marathi Geography of Berar was translated into Hindustani by Mr. Muhammad Zahir-ud-din for the use of the department; and the translator obtained a reward of 50 Rupees.

Anka Lipi, or Ujalni, was compiled by Mr. Waman Krishna; and the copyright was purchased from him for the department for Rupees 50.

101. 28,181 Books of the value of Rupees 4,259-15-3 were issued from the Central Book Depot to the Branch Book Depots, and 2,345 Books, amounting to Rupees 939-4-0, were brought back from the Branch Book Depots into the Central Book Depot. Most of the Branch Book Depots were inspected by the Deputy Educational Inspectors, and from their reports it is satisfactory to learn that the Depot books are all well taken care of by the Branch Book Depot keepers, and the accounts are correcty kept. The Deputy Educational Inspectors of Oomraottee and Basim report that the supply of Depot Books in their districts was not sufficient, and that the indents sent for Books by the Branch Book Depot keepers were not fully complied with by the Curator. Indeed, in certain cases a sufficient stock was not available at the Central Depot to meet the demands of the Branch Book Depot keepers. Under the existing arrangement of purchasing books for the Educational Department, much inconvenience and delay are felt, and the progress of schools is often hindered. I hope to be able to bring this subject to the notice of the Commissioner in a separate communication.

102. The following schedule shows the state of Depot accounts from June 1866 to 31st March 1875 :—

Dr. *Cr.*

	Rs.	A.	P.		Rs.	A.	P.
To Moneys drawn from the Akola Treasury for the purchase of books to be re-sold, from June 1866 to 31st March 1874 ...	45,757	15	11	By Moneys paid into treasuries as sale proceeds of Books, from June 1866 to 31st March 1874 ...	32,018	1	10
„ Moneys drawn during the year	3,695	11	6	„ Moneys paid during the year	6,460	7	8
„ Balance of Profit and Loss account	3,066	0	10	„ Stock at the 19 Branch Book Depots ...	4,869	12	3
				„ Stock at the Central Book Depot	8,913	9	1
				„ Balance of the unadjusted accounts	196	2	3
				„ Cash in Curator's hand ...	61	11	2
	52,519	12	3		52,519	12	3

The total amount of nominal profit which has accrued to the Book Depot is Rupees 629-11-6: deducting from this Rupees 530-5-3, the amount of charges incurred on account of carriage and commission credited to the Branch Book Depot keepers, &c., the net amount, added to the balance of profit and loss account, is Rupees 99-6-3. Rupees 2,695-11-6 were, as mentioned above, drawn from the Treasury for the purchase of Books to be re-sold, and Rupees 6,460-7-8 were paid into the Treasuries as the sale proceeds of books, *i. e.*, Rupees 2,764-14-1 were paid in excess of the amount drawn from the Treasury.

103. The following table gives the particulars of Rupees 6,460-7-8 paid into the Government Treasuries:—

Number.	Name of District.	Name of Depot.	Amount paid by each Depot.			Total amount paid in each district.		
			Rs.	A.	P.	Rs.	A.	P.
1	Akola ...	Central Book Depot	2,032	0	0	3,112	9	11
2		Branch Book Depot, Akola ...	296	3	8			
3		,, Khamgaon ...	217	9	6			
4		,, Balapur ...	147	8	5			
5		,, Jalgaum ...	171	12	5			
6		,, Akote ...	227	9	2			
7	Buldana ...	,, Mulkapur ...	353	6	8	745	8	3
8		,, Chikhli ...	219	2	6			
9		,, Mehkar ...	172	15	1			
10	Basim ...	,, Basim ...	356	1	0	471	2	8
11		,, Pusad ...	115	1	8			
12	Oomraottee ...	,, Oomraottee ...	417	9	6	936	1	4
13		,, Mortizapur ...	186	15	6			
14		,, Morsi ...	148	9	10			
15		,, Chandur ...	182	14	6			
16	Wun ...	,, Iotmal ...	103	15	4	414	14	2
17		,, Wun ...	100	14	6			
18		,, Darwa ...	163	0	4			
19	Elichpur ...	,, Elichpur ...	563	14	4	780	3	4
20		,, Dariapur ...	216	5	0			
						6,460	7	8

The largest amount paid into the Treasury is by the Central Book Depot, Akola: next to that comes the Elichpur Branch Book Depot, which has paid Rupees 563-14-4, and the smallest amount paid is by the Wun Branch Book Depot.

104. In the following Schedule are given the number of books in stock, and their value at each Depot on 31st March 1875:—

District.	No.	Name of Depot.	Number of copies.	Amount.		
				Rs.	A.	P.
Akola ...	1	Central Book Depot, Akola	35,989	8,913	9	1
	2	Branch Book Depot, Akola	729	131	15	11
	3	,, Balapur	740	138	9	2
	4	,, Khamgaon ...	1,319	199	4	2
	5	,, Akote	625	115	7	1
	6	,, Julgaum ...	631	143	6	7
Buldana ...	7	,, Mulkapur ...	1,435	300	10	2
	8	,, Chikhli... ...	1,875	622	6	0
	9	,, Mehkur ...	1,099	165	8	1
Basim ...	10	,, Basim	1,648	366	6	0
	11	,, Pusad	672	81	5	0
Oomraottee ...	12	,, Oomraottee ...	2,916	762	14	1
	13	,, Mortizapur ...	1,444	290	11	6
	14	,, Morsi... ...	1 226	163	15	0
	15	,, Chandur ...	647	97	5	6
Elichpur ...	16	,, Elichpur ...	3,420	760	8	9
	17	,, Dariapur ...	669	91	7	3
Wun ...	18	,, Wun ..	667	144	0	0
	19	,, Iotmal ...	843	170	7	6
	20	,, Darwa ...	632	123	8	6
		Total ...	59,226	13,783	5	4

105. Rupees 1,000 were expended in purchasing 5,642 useful books, which were sent to the Deputy Educational Inspectors in the following proportion, for distribution to the Government schools in their respective districts:—

No.	District.	Number of schools.	Number of books.	Amount.		
				Rs.	A.	P.
1	Akola...	101	1,348	252	8	0
2	Buldana	81	1,074	195	8	0
3	Basim	58	671	120	8	0
4	Oomraottee	89	1,195	202	8	0
5	Elichpur...	52	749	127	8	0
6	Wun	48	605	101	8	0
		429	5,642	1,000	0	0

Hitherto it has been the practice to distribute prizes to the Government schools, so that each school may get its share whatever its progress may have been during the year; that is, prizes of a certain value are awarded to schools of a certain grade, the prize books being selected and issued from the Central Book Depot.

The practice should be abandoned in favour of one by which the distribution of the books will be regulated by merit; for while some schools show no results worthy of a prize, others do so well that the amount assigned to them is hardly sufficient to reward the merits of the pupils. The books issued from the Central Book Depôt by the Curator, who is entirely ignorant of the requirements of the boys for whom the prizes are destined, are generally unsuitable. The number of prizes given is often absurdly large, and results in so reducing the value of each prize, that the recipient takes no pleasure in it. The total expenditure on prize books should be slightly increased that it may be effective. The Deputy Educational Inspectors should be allowed to exercise their discretion in determining the amount of prizes to be awarded to each school according to its merits.

127 Books, amounting to Rupees 200, were purchased for the High school prizes, and were given to the best answerers in each subject at the class examination of the two High schools in December last: 72 books, amounting to Rupees 117-14-0, were given to the Akola High school, and 55 books, costing Rupees 82-2-0, were given to the Oomraottee High school.

106. Out of Rupees 300 allotted for "Encouragement to Vernacular Literature," Rupees 100 were expended, Rupees 50 having been paid to the translator of the Urdu Geography of Berar, and Rupees 50 to the Compiler of "Anka Lipi or Ujalni" for the copyright of the book.

107. The amount expended on the purchase of 297 maps for the use of the Government schools was Rupees 854-6-1. The following Schedule shows the number and kind of maps given to the Deputy Educational Inspectors for distribution to the Government schools in their districts:—

Number.	District.	Marathi Maps.				Urdu Maps.				Total.
		World.	Europe.	India.	Berar.	Hemispheres.	Europe.	Asia.	India.	
1	Akola	10	...	20	94	15	...	...	4	143
2	Buldana	...	...	...	50	11	10	5	9	85
3	Basim	2	...	16	53	...	...	...	...	71
4	Oomraottee	4	3	15	79	...	1	2	4	108
5	Elichpur	6	1	...	47	...	...	1	2	57
6	Wun	3	2	13	43	...	...	...	1	62
7	Normal school	...	...	2	1	...	...	...	...	3
	Total ...	25	6	66	367	26	11	8	20	529

In the above distribution are included the 300 Marathi maps of Berar purchased at the close of the year 1873-74. The number of maps now remaining on hand is as follows:—

English.			Marathi.					Urdu.	Total.
Berar.	Asia.	Europe.	America.	Central Provinces.	Asia.	India.	Berar.	Hemispheres.	
1	2	2	7	12	1	34	33	10	102

108. Out of Rupees 100 allotted for Library books, Rupees 91-2-0 were expended in purchasing 60 useful books in four languages, as shown in the following table. These books were given to the Library attached to the Training College, Akola. The Library books supplied to the two High schools are reported to have been properly kept during the year:—

Number	Languages.	No. of Books.	Amount.		
			RS.	A.	P.
1	English	8	24	8	0
2	Marathi	21	24	0	9
3	Persian	12	25	9	3
4	Urdu	19	17	0	0
	Total...	60	91	2	0

109. No Book was registered under Act XXV. of 1867, during the year ending 31st March 1875, in the Haidarabad Assigned Districts.

(Signed) F. A. H. ELLIOT,

Offg. Director of Public Instruction,

Haidarabad Assigned Districts.

CHIKALDA,

20th May 1875.

APPENDIX A.

MIDDLE CLASS SCHOOL EXHIBITIONS.

The Resident has been pleased to sanction 95 exhibitions of Rupees 4 each per month, tenable for one year (from 1st January till 31st December), in the Middle Class schools of the Haidarabad Assigned Districts. Of these, 81 exhibitions will be tenable in 21 Marathi Middle Class schools, and 14 exhibitions in 3 Hindustani Middle Class schools, as follows:—

Marathi Middle Class schools.

Districts.	Talukas.	No. of Lower Class schools in the taluka.	Middle Class schools in the taluka.	Number of exhibitions.
Akola	Akola	20	Akola English-Marathi	5
	Akote	24	Akote do.	5
	Jalgaum	14	Jalgaum do.	4
	Khamgaon	11	Khamgaon do.	3
	Balapur	9	Balapur Fort do.	3
Buldana	Mulkapur	20	Mulkapur do.	6
	Chikhli	17	Chikhli do.	4
	Mehkar	17	Mehkar do.	4
Basim	Basim	*19	Basim do.	6
		†11	Shirpur do.	2
	Poosad	18	Pusad do.	3
Oomraottee	Oomraottee	16	Oomraottee do.	5
	Mortizapur	11	Karinja do.	4
	Chandur	23	Tulegaum do.	5
	Morsi	17	Morsi do.	2
Wun	Iotmal	9	‡ Iotmal do.	3
	Darwa	16	Darwa do.	3
	Wun	13	Wun do.	3
Elichpur	Elichpur	§9	Elichpur Cantonment English school	3
		¶10	Elichpur City English-Marathi	4
	Dariapur	18	Dariapur do.	4

Hindustani Middle Class schools.

Akola	Akola	9	Tajnapeth English-Hindustani	5
Oomraottee	Oomraottee	11	Oomraottee do.	5
Basim	Basim	4	Basim do.	4

* The following Lower Class schools should prepare for the Basim Middle Class school, *viz.*:—Basim Peth, Tamsi, Kekutoomera, Kata, Rajoora, Kinhi, Mungroolpeer, Pardi Takmore, Khadi Dhamni, Kalamba, Bhur, Soopkhel, Ukli, Mungla, Sheloo, Wanuz, Tarala, Kanjari, and Kowthal.

† And the following for the Shirpoor Middle Class school, *viz.*:—Kenwad, Netansi, Tivli, Goverdhan, Wakud, Mothegaum, Moap, Harial, Mallegaum, Medsi, and Joulka.

‡ Recommended to be raised to a Middle Class school.

§ The following Lower Class schools should prepare for the Elichpur Cantonment Middle Class school, *viz.*:—Karasgaum, Dewarwada, Shirusgaum bund, Brahmanwada Sindi, Dhamangaum, Koorha, Gowlkhed and Khirala.

¶ And the following for the Elichpur City Middle Class school, *viz.*:—Chandur Bazar, Pathrot, Shirasgaum Kusba, Kakda, Abaspoora, Boregaum Peth, Assatpur, Sultanpur, Tuljapur Gadi, and Bopapur.

2. The *Masters of the Lower Class schools* of each taluka should send on the *first Monday in November* to the Head Master of the Middle Class school in the taluka to which exhibitions are attached a list of the boys intending to compete for exhibitions.

3. The *Middle Class school-master* should hold the examination of all the competitors on the *third Monday in November and following days*, in the Revised Standard V., *omitting* the head *English*.

4. Each Middle Class school-master should, as soon as he has examined all the candidates, send to the *Educational Inspector* a list of the marks (arranged in the order of merit) obtained by the boys examined in the following form:—

Number.	Name of Boy.	His Lower Class school.	Marks gained in Standard V.				Total marks.	Will he join the Middle Class school if made an exhibitioner ?
			First head.	Second head.	Third head.	Fourth head.		

5. The *Educational Inspector* will return to the Middle Class school-master, as soon as possible, a list containing the names of the boys who are to be appointed exhibitioners.

6. The *Middle Class school-master* should then immediately inform the masters of the Lower Class schools of the names of the boys who have gained the exhibitions, who should immediately inform the boys.

7. And the *Lower Class school boys* who have been awarded the exhibitions should attend the Middle Class schools *on the 1st January*, when their exhibitions will begin. If a boy does not attend the Middle Class school on the 1st January, he will not be entitled to any money for the days he shall be absent. And if he does not join the Middle Class school before the 8th January, he shall forfeit his exhibition; and the Middle Class school-master is empowered to nominate the next candidate in the order of merit as an Exhibitioner in his place. The Middle Class school-master should report to the Educational Inspector all the circumstances of such a case.

8. The *Educational Inspector* should forward to the several District Deputy Educational Inspectors a list of the newly appointed exhibitioners in order that they may pass the pay lists of the exhibitioners.

9. The *Middle Class school-masters* should send every month, along with their own salary lists, the salary lists of the exhibitioners to their District Educational Inspectors.

10. The *Middle Class school-masters* should send to their district Deputy Educational Inspectors, monthly, an acquittance roll of the moneys paid to the exhibitioners, and signed by each exhibitioner, on his receiving his exhibition, for record in the offices of the District Deputy Educational Inspectors.

11. The *Educational Inspector* should forward to the Director of Public Instruction, for publication in the Berar Educational Record, a list of the new exhibitioners in the following form:—

No.	District.	Taluka.	Middle Class schools.	Name of new exhibitioners.	Their Lower Class schools.

12. If an exhibitioner absents himself from school without having previously obtained the permission of his Head Master, he shall forfeit the pay of his exhibition for the days he may be absent; and if he be absent for 14 days continuously without permission, he shall forfeit his exhibitions absolutely.

F. A. H. ELLIOT,

Offg. Director of Public Instruction,

Haidarabad Assigned Districts.

CHIKALDA,
20th May 1875.

B.—EDUCATION FORM I.

THE UNIVERSITY.

Results of the Examinations of the University of Bombay for the official year beginning from 1st April 1874, ending on 31st March 1875 :—

Nature of examinations.	Number of Institutions sending up candidates.			Number of candidates sent up.				Number of candidates passed.				Religions, or natural classification of passed candidates.						Remarks.
												Natives of India.					Europeans.	
	Government Institutions.	Private Institutions.	Total.	From Government Institutions.	From Private Institutions.	Private Students.	Total.	From Government Institutions.	From Private Institutions.	Private Students.	Total.	Christians.	Hindoos.	Muhammadans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Entrance or Matriculation ...	2	...	2	11	...	1	12	6	...	1	7	...	7	...	...	...	...	
Arts ... First Arts ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Arts ... Bachelor of Arts ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Arts ... Masters of Arts ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Law ... Licentiate of Law ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Law ... Bachelor of Law ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Law ... Doctor of Law ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medicine ... First L. M. S. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medicine ... L. M. S. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medicine ... First B M. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medicine ... B. M. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medicine ... M. D. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering ... First L. C. E. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering ... L. C. E. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering ... B. C. E. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering ... M. C. E. ...	...	...	...	...	...	...	...	...	...	...	...	...	7	...	...	...	...	
Total ...	2	...	2	11	...	1	12	6	...	1	...	...	7	...	...	...	...	

CHIKALDA,
The 20th May 1875.

F. A. H. ELLIOT,
Offg. Director of Public Instruction,
Haidarabad Assigned Districts.

B.—EDUCATION FORM II.

Return of Colleges and Schools, and the Scholars attending them, for the official year beginning 1st April 1874, ending 31st March 1875.

Class of Institutions.	Government Institutions.										Aided Institutions.									
	Number of Institutions.	Number of scholars on the rolls on 31st March 1875.	Average daily attendance during March 1875.	Number of scholars on the 31st March 1875 learning through		Religious or national classification of scholars, as on 31st March 1875.					Number of Institutions.	Number of scholars on the rolls on 31st March 1875.	Average daily attendance during March 1875.	Number of scholars on the 31st March 1875 learning through		Religious or national classification of scholars as on 31st March 1875.				
				English.	Vernacular only.	Christians.	Hindus.	Mahomedans.		Others.				English.	Vernacular only.	Christians.	Hindus.	Mahomedans.		Others.
1	2	3	4	5	6	7	8	9	10	11 12	13	14	15	16	17	18	19	20	21	22 23
Colleges or Departments of Colleges affiliated to the University in Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges not affiliated to the University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madrassahs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. Medical school (Vernacular)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Normal schools—for Masters	1	84	57	...	84	...	49	35	...	...	...	...	...	...	...	...	...	...	...	...
Do. for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Techinical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for boys—Higher schools (English)	2	204	165	204	...	2	181	21	...	...	...	...	...	...	...	...	...	...	...	...
Do. Middle Class teaching through do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. Middle Class teaching through Vernacular	41	5,018	3,531	...	5,018	6	4,413	590	...	9	...	...	...	...	...	...	...	...	...	...
Do. Lower and Primary schools	(a) 388	16,040	12,374	...	16,040	3	13,672	2,365	...	...	194	3,545	3,115	...	3,545	14	3,145	381	...	5
Schools for girls—for natives of India	24	(b) 738	475	...	738	...	394	344	...	...	1	26	13	...	26	11	13	2	...	...
Do. for Europeans and others	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mixed schools (boys and girls)	...	...	...	...	...	...	...	...	...	...	1	10	7	10	...	10	...	...	...	...
Total	456	22,084	16,602	204	21,880	11	18,709	3,355	...	9	196	3,581	3,135	10	3,571	35	3,158	383	...	5

(a) Includes 8 Night Classes
(b) Includes 35 girls attending boys' schools.

B.—EDUCATION FORM II.—*(Concluded.)*

Return of Colleges and Schools, and the Scholars attending them, for the official year beginning 1st April 1874, ending 31st March 1875.

Class of Institutions.	Unaided Institutions.																			Remarks.
	Number of Institutions.	Number of scholars on the rolls on 31st March 1875.	Average daily attendance during March 1875.	Number of scholars on 31st March 1875, learning through.		Religious or national classification of scholars on 31st March 1875.						Grand total of Institutions.	Grand total of scholars on the rolls on 31st March 1875.	Grand total of						
				English.	Vernacular only.	Christians.	Hindus.	Mahomedans.			Others.			Christians.	Hindus.	Mahomedans.			Others.	
1	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
Colleges or Departments of Colleges affiliated to the University in Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Colleges not affiliated to the University Madrassahs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. Medical schools (Vernacular)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Normal school—for Masters	...	...	...	...	...	...	...	...	...	...	...	1	84	...	49	35	...	...	...	
Do. for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Other technical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Schools for boys—Higher schools (English)	...	...	...	...	...	...	...	...	...	...	...	2	204	2	181	21	...	...	...	
Do. Middle Class teaching through do.	...	...	...	...	...	...	...	...	...	...	...	41	5,018	6	4,413	590	...	...	9	
Do. Middle Class teaching through Vernacular	...	...	...	...	...	...	...	...	...	...	...	582	19,585	17	16,817	2,746	...	...	5	
Do. Lower and Primary schools	...	...	...	...	...	...	...	...	...	...	...	25	764	11	407	346	...	...	...	
Schools for girls—for natives of India	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. for Europeans and others	...	...	...	...	...	...	...	...	...	...	...	1	10	10	...	...	...	...	...	
Mixed schools (boys and girls)	...	...	...	...	...	...	...	...	...	...	...									
Total ...	...	...	...	...	...	...	...	...	...	...	...	652	25,665	46	21,867	3,738	...	...	14	

CHICKALDA,
20th May 1875.

F. A. H. ELLIOT,
Offg. Director of Public Instruction,
Hoidarabad Assigned Districts.

B.—EDUCATION FORM III.

Receipts and Expenditure of Educational Establishments in the Haidarabad Assigned Districts, for the official year beginning from 1st April 1874, ending 31st March 1875.

Nature of Establishments.	Received.																						Expended.			Remarks.
	Grants from Provincial Revenues.			Local rates for Cesses.			Endowments.			Subscriptions.			Municipal grants.			From Revenues of Native States.			Fees and fines.			Funds not included in foregoing headings.			Total.			Total.			
1	2			3			4			5			6			7			8			9			10			11			12
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
University...	...			...			...			...			..			...			...			...			...			...			
Direction ...	28,621	0	0	...			...			...			...			...			...			...			28,621	0	0	26,714	4	10	
Inspection ...	35,464	0	0	76	5	4	...			...			...			...			...			...			35,540	5	4	33,644	13	9	
Colleges or Departments of Colleges affiliated to the University.																															
Arts ... ... Government ...	...			...			...			...			...			...			...			...			...			...			
Arts ... ... Aided ...	...			...			...			...			...			...			...			...			...			...			
Law	...			...			...			...			...			...			...			...			...			...			
Medicine	...			...			...			...			...			...			...			...			...			...			
Engineering	...			...			...			...			...			...			...			...			...			...			
Colleges or Departments of Colleges not affiliated to the University.																															
Madrassahs	...			...			...			...			...			...			...			...			...			...			
Medical Schools—Vernacular	...			...			...			...			...			...			...			...			...			...			
Normal Schools.																															
For Masters ... ... Government ...	3,530	0	0	...			...			...			...			...			...			...			3,530	0	0	3,381	0	5	
For Masters ... ... Aided ...	...			...			...			...			...			...			...			...			...			...			
For Mistresses ... ... Government ...	...			...			...			...			...			...			...			...			...			...			
For Mistresses ... ... Aided ...	...			...			...			...			...			...			...			...			...			...			
Schools of Arts	...			...			...			...			...			...			...			...			...			...			
Other Technical Schools ... ... Government ...	...			...			...			...			...			...			...			...			...			...			
Other Technical Schools ... ... Aided ...	...			...			...			...			...			...			...			...			...			...			
Carried over ...	67,615	0	0	76	5	4	...			...			...			...			...			...			67,691	5	4	63,745	11	3	

B.—EDUCATION FORM III.—(*Concluded.*)

Receipts and Expenditure of Educational Establishments in the Haidarabad Assigned Districts, for the official year beginning from 1st April 1874, ending 31st March 1875.

Nature of Establishment.	Grants from Provincial Revenues.			Local rates or Cesses.			Education.			Subscription.			Municipal grants			From Revenues of Native States.			Fees and fines.			Funds not included in foregoing heading.			Total.			Expended. Total.			Remarks.
1	2			3			4			5			6			7			8			9			10			11			12
	Rs.	A.	P.	Rs.	A.	P.	Rs	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
Brought forward ...	67,615	0	0	76	5	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	67,691	5	4	63,745	11	3	
Schools for Boys.																															
Higher class—English. { Government...	23,070	0	0	...	...	...	...	...	...	...	...	...	84	0	0	...	...	...	580	11	0	...	...	...	23,734	11	0	21,907	10	6	
Aided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Middle class do. { Government...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Aided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. Vernacular. { Government...	74,434	0	0	...	...	...	...	...	...	...	...	...	180	0	0	...	...	...	5,754	1	3	64	0	0	80,432	1	3	72,017	15	8	
Lower class and Primary ... ... { Aided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Government ...	65,536	0	0	50,034	0	0	...	...	...	...	...	...	180	0	0	...	...	...	12,751	11	9	...	...	...	1,28,501	11	9	1,12,293	4	6	
Aided ...	750	0	0	4,110	0	0	...	...	...	750	0	0	114	0	0	...	...	...	2,895	1	0	217	5	0	8,836	6	0	6,508	9	6	
Schools for Girls.																															
For Natives of India ... { Government...	4,365	0	0	...	...	...	...	...	...	355	8	0	926	14	0	...	...	...	148	0	0	2,942	0	0	8,737	6	0	8,159	4	3	(*a*)—Includes
Aided ...	150	0	0	...	...	...	...	...	...	150	0	0	...	...	...	...	...	...	23	4	0	...	...	...	323	4	0	300	0	0	Book and Prize
For Europeans & others. { Government...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	allowance; money
Aided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	allowed for Go-
Mixed schools for boys { Government...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	vernment Book
and girls ... ... { Aided ...	180	0	0	...	...	...	...	...	...	180	0	0	...	...	...	...	...	...	138	10	0	...	...	...	498	10	0	360	0	0	Depot; and sale
Scholrships.																															proceeds of books.
In Colleges ... ... { Government...	1,320	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,320	0	0	1,200	0	0	(*b*.)—Includes
Endowed ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	money sanction-
In Schools ... ... { Government ...	3,900	0	0	4,080	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,980	0	0	7,179	2	10	ed for school Fur-
Endowed ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	niture and petty
Buildings...	16,538	5	11	36,151	0	0	...	...	...	463	12	0	...	...	...	...	...	...	...	...	...	25,365	2	0	78,518	3	11	72,964	15	0	repairs to school
Miscellaneous	(*a*) 15,536	1	8	(*b*.) 13,072	13	4	...	...	...	...	...	...	26	12	0	...	...	...	...	...	...	(*b*.) 3,442	4	11	32,077	15	11	22,920	6	1	houses, &c.
Total ...	2,73,394	7	7	1,07,524	2	8	...	...	...	1,899	4	0	1,511	10	0	...	...	...	22,291	7	0	32,030	11	11	4,38,651	11	2	3,89,546	8	1	

CHIKULDA,
The 20th May 1875.

F. A. H. ELLIOT,
Offg. Director of Public Instruction,
Haidarabad Assigned Districts.

B.—EDUCATION FORM IV.

Distribution of Government Colleges and Schools, and of all Schools and Colleges aided and inspected by Government in the several Districts, under the Haidarabad Assigned Districts.

Names of Districts and Native States.	Vernacular spoken.	Area in square miles.	Estimate of population.	Number of schools.	Number of scholars on the rolls on 31st March 1875.	Average number of square miles to each school.	Percentage of scholars to population.	Remarks.
1	2	3	4	5	6	7	8	9
Akola	Marathi and Hindustani.	2,660	420,188	123	6,334	23·2	1·5	
Buldana		2,805	283,632	120	4,522	23·3	1·5	
Basim		2,696	240,470	78	2710	34·5	1·1	
Oomraottee		2,761	446,741	175	5966	15·7	1·3	
Wun		4,163	339,075	51	2053	81·6	·6	
Elichpur		2,627	244,101	105	4080	25·	1·6	
Total of all Districts and States ...		17,712	1,974,207	652	25,665	27·1	1·3	

F. A. H. ELLIOT,

Offg. Director of Public Instruction,

Haidarabad Assigned Districts.

CHIKALDA,
20th May 1875.

APPENDIX C.

Revised Standards of Hindustani Studies in the Training College.

FIRST YEAR'S COURSE.

Maximum of Marks.			
	75	I.	Mathematics—Arithmetic up to Decimal Fractions.
100	25		Euclid—Book I Propositions 26.
	30	II.	Vernacular—Bagh-o-Bahar, (Prose.)
	30		Mujmoo-i-Sokhan, Parts I. and II., (Poetry.)
100	20		Dictation—8 lines from Bagh-o-Bahar.
	20		Grammar—Kawaid-i-Urdu, first 3 parts.
	30	III.	Persian—Intekh-i-Nusr-o-Nuzm, Part II.
450 50	20		Grammar—Amadan Namah.
	50	IV.	Geography of India (Berar in part), Europe and Asia.
100	50		History of India to the end of the Muhammadan period (History of Berar.)
	50	V.	School System—Returns, &c., in use in the department.
100	50		Method—Art of teaching.

SECOND YEAR'S COURSE.

	100	I.	Mathematics—Arithmetic complete, with Book-keeping.
150	50		Euclid—Book I.
	40	II.	Vernacular—Bostan-i-Hikmat, first half, (Prose.)
	40		Diwan-i-Ghalib, (Poetry.)
150	30		Dictation—12 lines from Bostan-i-Hikmat.
	40		Grammar—Kawaid-i-Urdu, (whole.)
	50	III.	Persian—Gulistan, first half, (Prose and Poetry.)
70	20		Grammar—Ashraf-ul-Kawanain.
	50	IV.	Geography of the world and the use of the Terrestrial Globe.
100	50		History of India and Universal History for the use of school-masters (by J. B. Peile, Director of Public Instruction, Bombay.)
650	30	V.	Astronomy—Solar System.
	50	VI.	School System—Returns and Accounts.
	50	VII.	Method—Art Teaching (written examination.)
100	50		Oral examination, including teaching a class before examiners.

F. A. H. ELLIOT,

Offg. Director of Public Instruction,

Haidarabad Assigned Districts.

CHIKALDA,

20th May 1875.

BENGAL SECRETARIAT LIBRARY.

No. 500 OF 1876-77.

FROM

A. J. DUNLOP, ESQUIRE,

Offg. Second Assistant Resident,

Hyderabad,

TO

THE COMMISSIONER,

Hyderabad Assigned Districts.

DATED HYDERABAD RESIDENCY, *the 12th August* 1876.

SIR,

I AM directed by the Resident to record the following remarks on the report on education in the Hyderabad Assigned Districts for 1875-76, received with your letter No. $\frac{501}{577}$ of 24th May, containing a review thereon.

2. The year under report witnessed three changes in the Directorship of the Department. Dr. Sinclair, whose connection with that office dated from its formation in 1866, and who was the pioneer of education in the province, died in the month of May from the effects of an illness which had for some time previously incapacitated him for active work. His death has been lamented by many in Berar, and the Resident considers this a fitting opportunity to record that, whatever changes in educational arrangements a longer experience of the requirements of the province may prove to be necessary, or advisable, the credit is due to Dr. Sinclair's memory that he formed the Department, under considerable difficulties, on principles theoretically sound, and which were approved of by Government at the time.

Mr. F. A. H. Elliot, of the Bombay Civil Service, officiated as Director of Public Instruction from April, till relieved by the present Director in November, during which period he carried on the administration of the Department with much ability, and to the Resident's entire satisfaction. Having been shortly afterwards nominated to a more lucrative appointment at Baroda, Mr. Elliot left the Assigned Districts without reverting to his substantive office of Educational Inspector.

3. The number of schools open at the end of the year, as compared with the number at the same date in 1875, is shown at para. 5 of the report. Marathi Lower Class schools were increased by seven, and Marathi Girls' schools reduced by two, while one more night class was opened.

Private schools increased from 196 to 243, but there seems to be little stability in these institutions, which close, re-open, and change from one village to another, as suits the convenience, or caprice, of the respective masters. Seven of these schools receive fixed monthly grants, and 61 were given assistance under the grant-in-aid rules. The Director does not appear to be kept informed, as he should be, of the particulars of all grants-in-aid

made by district officers to these schools, and the point is one which requires attention.

Every such grant should be distinctly shown in the Budget of the Department, and annual reports without this information are incomplete. The Resident is of opinion that every recommendation for a grant-in-aid should be made through, or be referred to, the Director, and it is a question if the rules for private schools ought not to be amended, with a view to the introduction of some such system as now indicated. The Resident will be glad to be favored with an expression of your views on this subject.

Including private schools the returns show an average of a school to every 25 square miles, with an average attendance of 38 students. This is said to compare favourably with the adjoining part of the Bombay Presidency, but not with Bengal in which there is a school to every 8·8 square miles, with an attendance of 29 pupils. It is hardly necessary to remark, however, that the population of Bengal is very much higher per square mile than that of Berar.

4. Four university scholarships of Rs. 20 *per mensem*, each tenable for three years, were awarded during the year, one of the recipients, the Resident is glad to observe, being the son of a village blacksmith, who is now carrying on his studies at the Poona Engineering College. Of the five boys who received similar scholarship in 1875, none have yet succeeded in passing the first examination in Arts at the Bombay University, and the Director raises the question whether scholarships are to be continued to boys who fail at the first year's examination, and who consequently lose all chance of graduating within the term of their scholarships. The present rules on the subject provide for the withdrawal of the scholarship should the holder thereof be found wanting in diligence, or so seriously misconduct himself as to merit such a penalty, and the Principal of the College is expected to report periodically to the Director on the conduct and progress of the students so placed under him. If more defined instructions are necessary, however, the Resident will be glad to take into consideration the question now raised on receiving separate reports thereon from the Director and yourself.

5. *High Schools.*—The average daily attendance at the Akola and Amraoti High schools was 72 and 80 boys respectively. 181 boys came forward as candidates for entrance, against 104 in the previous year, and of the number who presented themselves, 46·7 per cent. were passed at Akola, and 64 per cent. at Amraoti. The Director's remarks show that the favourable character of these returns in the case of the Amraoti school is, at least to some extent, due to the fact of the examination being considerably easier there than at Akola, and that there is a tendency on the part of the Headmaster of the former school to admit boys who are willing to enrol themselves, without giving sufficient attention to the extent of education they have previously received. The result of the annual examination of these schools is favourable, especially in the case of the Akola school. But the Director's account of the progress made by the Muhammadan boys who were admitted into the High schools without passing an entrance examination, and who, although unable to pass in the 5th and 6th Standards, are "kept on for the sake of encouragement" is very unsatisfactory, and shows that the system of admitting such pupils into the High schools of the province should be at once discontinued. It was never contemplated that these schools should teach the 5th and 6th Standards, or in other words do the work

allotted to Middle Class schools, and the time of highly paid masters is merely thrown away when occupied in this manner.

The report on the Boarding house attached to the Akola High school is, in the Resident's opinion, very encouraging, and he is glad to observe that the old school-building at Amraoti is to be devoted to a similar purpose.

6. *Matriculation Examination.*—The success of the Berar students at these examinations was greater than in any previous year. The Akola school passed six out of seven boys that went up, and although this unprecedented success is explained by him to be due to the exceptional ability of the candidates, it is none the less creditable to the Head-master, Mr. Aitken. The Amraoti school was less successful than formerly.

7. *Vernacular Scholarship Examination.*—Out of 28 Hindoo and 10 Muhammadan candidates for these scholarships, only one of the number—a Muhammadan—succeeded in passing all the subjects of examination prescribed as necessary to establish a tolerable proficiency in vernacular literature, grammar, and composition. Two Hindoo boys who came nearly up to the mark were granted scholarships, and seven out of the 10 that are sanctioned were not assigned. Composition appears to have been the subject in which the boys found most difficulty, and more attention might, the Resident thinks, be given with advantage to this subject of education.

8. *Middle Class Schools.*—The Director's remarks on these schools appear to the Resident to be sensible and practical, and have his entire concurrence. The report certainly shows a very unsatisfactory state of things. In 36 Anglo-Marathi and five Anglo-Hindustani schools, bearing on their rolls 5,120 boys, only 754 are attempting to learn English, and 186 were able to pass examinations in the 5th and 6th Standards prescribed for the Middle Class school course. Further, 40 per cent. of the boys of the Anglo-Marathi schools that were present on the examination day had no education whatever, being unable to read or write vernacular letters, or monosyllables, and of 2,330 boys that were examined, only 1,234 passed in any standard.

The table given at para. 31 shows how little these schools perform the functions of feeders to the High schools. Of 40 which sent boys to the entrance examination, only six were able to contribute more than five boys each, and 28 of the schools are said to have done little or nothing in this respect. On an average they contributed one boy each, and the Director, computing the cost of the one boy's education at the rate of salary drawn by the Head-master, shows that he costs the Department Rupees 650 *per annum*. 100 boys passed for the High schools, but only 68 joined, and it appears doubtful if even all of these will go through the whole course. The Resident fully approves of the Director's proposal to improve the state of a few of the best schools of this class, and to allow the others to subside to their natural level as Lower Class schools. The experience of past years clearly shows that it is useless maintaining a large number of expensive institutions when the people of the province are not yet ripe for the education which it is intended these institutions should be the means of imparting, and the sooner many of them are re-modelled the better. Sir R. Meade will therefore be prepared to consider attentively any scheme that the Director may submit with the object of giving effect to the proposals now made on this head.

The system referred to in para. 33 by which masters keep up the English classes in these schools by paying the fees for their pupils must be put a

stop to with a firm hand. No such bolstering up of education can be permitted, even if it were done from purer motives than those which appear to actuate the masters in this proceeding, *viz.*, thereby to secure for themselves the superior pay of masters in charge of Anglo-vernacular schools.

9. *Lower Class Schools.*—The total number of Marathi schools of this class at the end of the year was 342, with an attendance of 14,181. The account of the examination of these schools by the Deputy Educational Inspectors is, to say the least, not very satisfactory. 11,880 boys were present at the examinations, of whom 6,992, or 58·8 per cent., were prepared to be examined, and 3,803 passed under the standards. The Director remarks that the result of the examination "shows that the progress of the boys in our schools is as yet confined to the merest elements of reading and writing," and no doubt such is the case. It is a significant fact that only half the boys attending these schools were fit for examination in even the lowest standard, and although the inattention of the pupils, and their frequent absences, may partly account for this, much of it is no doubt caused by the inefficiency of many of the masters referred to in a later para. of the report.

The first competitive examination for 95 exhibitions of Rupees 4 *per mensem* each, to be held by boys of primary schools at the principal Middle Class schools was poorly attended, but the indifference shown on this occasion is not likely to last, and it is probable that the exhibitions will be more sought after, as the benefits they confer become better known.

10. *Hindustani Schools.*—The Director's remarks on this head are quite in accordance with experience on the subject, which shows how difficult it is to get Muhammadans of the poorer class to educate their children. The Resident would wish to see the vernacular of the country taught to Muhammadans in addition to Urdu, and every possible effort should be made to induce Muhammadan parents to take advantage of the ordinary schools for the education of their children.

It is a question for consideration whether many of the small and unsuccessful Hindustani schools should not be converted from independent institutions into classes attached to the Marathi school in the same village, an arrangement which would afford Muhammadans an opportunity for learning both languages in one building. Largely attended Hindustani schools, in which the boys evince a desire to acquire a knowledge of Marathi, might be given the services of a special Marathi teacher, and I am to request that the Director will take the subject into consideration, and submit his views thereon to the Resident.

11. *Female Schools.*—The report regarding these schools is very disappointing. Two were closed during the year, leaving 22, of which 11 are Marathi, and 11 Hindustani. With the exception of the Amraoti and Anjangaon schools none of these appear to be doing any good, and it is quite clear that they have been established prematurely, and without a substantial basis of any kind. They are in fact wanting in that vitality which is essential for the permanency of any school, and their maintenance has become a mere waste of public money. The Resident is strongly of opinion that no Government Female school should be established except on the distinct assurance that the people of the locality desire it, and are prepared to take advantage of it for their daughters. I am to request that the whole question of these schools may be carefully considered by the Director, and a scheme regarding them submitted at an early date for the Resident's orders.

12. *Night Classes.*—The report on these classes is not satisfactory, but the fact that both masters and pupils are wearied after the labours of the day is against any great exertions on the part of either, and progress must necessarily be slow. If however regular attendance can be secured at any of them, the Resident will be glad to see special arrangements made for their favourable working.

13. *Pupils.*—The Director's remarks under this head are very discouraging. The average daily attendance at the schools is said to have been 16,337, but the constant interruptions to study evinced by the fact that out of 22,117 boys, 18,130 left the schools during the year, and 18,149 were admitted, or in most cases re-admitted after a temporary absence, shows how little the people really care at present for education for their children. The Resident is of course aware that there are special obstructions to education in an agricultural province like Berar, which, however disappointing, can never be entirely got rid of, but the great point which he would impress upon the Director is to supply, in the first instance, as much as possible what the people want, and not to make education unpopular, as well as a matter of indifference to them, by a system of forcing it forward prematurely. Ambitious projects should therefore be wholly discarded, and the educational arrangements of the province should have strict regard to the real wants and feelings of the people. This course, I am to add, need not necessarily interfere with the provision of due encouragement where there is a disposition to take advantage of higher education, but the first and chief object of regard should be the requirements of the masses, *viz.*, primary education.

The report of progress amongst the low-caste boys is unsatisfactory. Notwithstanding that free education is offered, the number attending the schools has decreased by 120.

14. *The Training College.*—The Director's remarks regarding the system of study and its results in this college show that an entire change is necessary to give the province a better class of teachers than this institution has hitherto supplied. The Resident considers it a matter of first importance that the college should be put in a thoroughly efficient footing, and that there should be no hesitation in doing what is necessary for the attainment of this object. The Director's proposals, submitted since his report was written, to modify the standards and scholarships in connection with the college have been approved of, and the result should be very carefully watched and attended to.

The account of the qualifications of the Educational staff, as contained in para. 73, is far from satisfactory, and no doubt explains the cause of the backward condition of many of the schools. It is a hopeless task trying to instil education into boys through men who are themselves untaught, and the Resident would desire to see measures adopted to correct as far as possible the defects referred to, by putting the uneducated teachers through a course of learning in the Training College. Quiet but sustained efforts should also be made in other ways to improve these men generally, and when found impracticable their services should be dispensed with.

The question referred to in para. 74, regarding the appointment to Government schools of Masters of Indigenous schools in consideration of their bringing pupils into Government Institutions, is one which, in the Resident's opinion, requires caution in its treatment. It is of much importance that primary education should be popular with the people, and there might be

some risk of making it unpopular if the Masters taken from Indigenous schools were cast adrift. The case of each man of this class should therefore be dealt with on its merits. If fit to be retained in the Government service, he should be sent to the Training College for a time, and it should henceforward be a condition of Government employment to this class that they shall study at that college for as long as may be deemed necessary.

15. The Director's remarks in paras. 76—78 on the physical education of boys are thoroughly approved of by the Resident.

The encouragement of gymnastic exercises and sports is he considers most important, and should receive such attention as may be possible at all the larger schools. The efforts of the Karanja School-master in this direction are very laudable.

The subject of the concluding part of para. 86, in reference to the public service certificate examination merits, and should receive, the attention of all Heads of Departments in Berar.

16. *Inspection.*—The work done by the Deputy Educational Inspectors compares favorably with former years, but the Director thinks there is a tendency on the part of these officers to hurry through their duties in a cursory manner without enquiring very deeply into the state of the schools. This no doubt requires to be remedied. The Resident has therefore recently sanctioned experimentally some proposals of the Director's for regulating inspection duty, so that each school shall be thoroughly examined once in the year, and re-visited on one or more occasions according to its importance, and as time permits. The School Committees lately appointed have, it is observed, in a few instances rendered some assistance, but as a rule they do not seem to have been of much use.

17. *Financial Statistics.*—The total departmental expenditure was Rupees 3,80,855-11-5, being Rupees 4,262-8-11 less than last year. The receipts by fees fell off Rupees 736-12-9 on account of a reduced scale which came into force in December 1874. The Resident remarks that the fees levied in the High schools amounting to Rupees 649-4-0 appear to be very small when compared with the cost of these schools, *viz.*, Rupees 21,539-7-2.

The average cost of education in the various grades of schools, as shown at para. 119, is as follows :—

	Rs.	A.	P.		
High schools	13	12	0	per boy	per month.
Middle Class schools ...	1	9	3	do.	do.
Lower Class do. ...	0	13	4	do.	do.
Female Class do. ..	1	6	8	do.	do.
Training college ...	13	4	10	do.	do.
Night classes ...	0	10	8	do.	do.

The cost of a boy's education in a Middle Class school is almost double the rate incurred in the Lower Class school, and nothing could more emphatically show the urgency of reform in the former than the fact that out of 5,120 boys in Middle Class schools, only 754 were studying the standards for the teaching of which the expensive establishments of these schools are maintained, while more than 4,000 are being educated in standards which are taught in Lower Class schools at half the cost.

Rupees 82,400-5-6 were expended during the year on the erection and repair of school buildings. The Director's report of the new building at Akoṭè is most unsatisfactory. The Resident considers that the question of completing the requisite number of school buildings is one that requires early and careful consideration. A less costly style of building than that hitherto adopted will probably suffice for the requirements of the Department, and would certainly be better adapted to the state of the funds available for this purpose.

18. Lastly, I am to state that the Resident has perused this excellent and thoughtfully written report with much interest. It is clear from it that considerable modifications are called for in the existing Educational arrangements for the province, and Sir R. Meade considers that the Rao Sahib Narayan Dandikar is entitled to his cordial acknowledgments for the straightforward manner in which he has brought to notice the shortcomings and weak points of the Department, as well as for the earnest attention which he has devoted to the duties of his office since he assumed charge, as evidenced by this, and other papers from his pen, which have come before the Resident within the last few months.

I have the honor to be,

Sir,

Your most obedient servant,

A. J. DUNLOP,

Offg. Second Assistant Resident.

From the Commissioner, Hyderabad Assigned Districts, to the Second Assistant Resident, Hyderabad, (No. $\frac{401}{577}$.)—Dated Chikalda, 24th May 1876.

SIR,—I have the honor to forward the annual report on Public Instruction in the Hyderabad Assigned Districts for the year 1875-76, with the following remarks.

2. Education received a serious check for several months, owing to epidemic cholera which carried off nearly twenty-three thousand of the inhabitants of this province, and it was not until the cold weather had well set in that the schools were once more properly attended.

3. The number of pupils in the Government schools has increased from 22,084 to 22,117 during the year under report, as shown below:—

Class of Schools.	End of 1874-75.		End of 1875-76.	
	Schools.	Pupils.	Schools.	Pupils.
High Schools	2	204	2	219
Middle Class ... Anglo-Marathi	36	4,631	36	4,695
Middle Class ... Anglo-Hindustani	5	387	5	425
Lower Class ... Marathi...	335	14,133	342	14,181
Lower Class ... Hindustani	45	1,745	45	1,679
Female ... Marathi...	13	383	11	338
Female ... Hindustani	11	320	11	311
Training College.. Marathi side	1	49	1	27
Training College.. Hindustani side		35		14
Night Class ... Marathi...	8	197	9	234
Total ...	456	22,084	462	22,117

4. The pupils attending the schools are classed as follows:—

Castes.	1874-75.	1875-76.	Increase.	Decrease.
Brahmins	3,383	3,494	111	...
Kunbis and Malees	5,178	5,483	305	...
Muhammadans	3,355	3,384	29	...
Low-castes	10,148	475	...	421
Other Hindus		9,252		
Christians, Parsees, &c.	20	29	9	...
Total ...	22,084	22,117	454	421

Under "Other Hindus" are classed the trading and manufacturing population, who, though glad of an elementary education, rarely care to attain the higher branches of knowledge.

5. The area of the province is 17,666 square miles, and the population 2,210,116. The average number of square miles to each school (including the private as well as Government schools) is 24·9. The percentage of scholars to population is 1·2, while the average number of boys to a Government school is 48, and the average number of square miles to each Government school is 38·3.

6. In the High schools the average monthly attendance rose from 174 to 193, and the average daily attendance from 137 to 152, and so far these figures indicate improvement. The result of the examinations held by the Director during the year is satisfactory, especially so in the Akola High school.

	No. of boys examined.	Number passed.	Percentage of passed.
Akola ...	79 ...	48 ...	60·7
Amraoti ...	82 ...	39 ...	47·5

In Bombay the percentage of boys who passed last year was 22, and in the central division it was less.

The results of the matriculation examinations were most creditable to Mr. Aitken, the Head-master of the Akola High school, who sent up seven students, of whom six passed. Of the Amraoti High school students only two out of nine passed, against four out of seven in the previous year.

7. In his 23rd para. the Director explains why more candidates pass the entrance examination at Amraoti than at Akola, and adds that at the one place (Akola) "the tendency of the examination is to find out the number qualified, "and at the other to get in the number willing to enter."

8. There are 41 Middle Class schools, of which 36 are Anglo-Marathi, and five are Anglo-Hindustani. At these schools 754 boys learn English, and 5,120 confine their studies to the vernacular. At the examination 59·6 were fit to be examined, and the remaining 40·4 "were not able to read and write "letters and monosyllables in the Modi character, and did not know native mul- "tiplication tables."

9. I would commend to the Resident's notice the Director's remarks in paras. 31 to 34 regarding these Middle Class schools. The figures he gives show clearly that a large number of Middle Class schools do not act as feeders to the High schools: thus of 41 Middle Class schools,

5 have not yet sent up a boy to the High school;
16 have sent up only one boy,
6 do. two boys,
3 do. three do.,

that is to say, out of 41 schools, 30 schools have sent up only 37 pupils to the High schools. I would suggest, therefore, that the Director should select six or seven of the best of these Middle Class schools which should work according to the standards for such schools, and that the whole of the remainder should be reduced to what they now virtually are, namely, Lower Class schools. The Director's sensible and practical remarks on this subject will, I am sure, be appreciated by the Resident.

10. Regarding the education of Muhammadans, I fear the Director draws too true a picture of the difficulty attending it in this province, but the increasing attendance of Muhammadan boys at our schools leads me to hope that they are beginning to appreciate our efforts in their behalf.

11. Female education lacks vitality. Speaking of the Girls' schools, the Director says: "they sprang up daily with the magic wand of Educational offi- "cers, and have subsisted on the liberality of town funds, with which they are "destined to die." This is but too true, and now that the fund on which they depended is all but bankrupt, these schools will gradually be closed. Many of them have been in existence for eight years, and yet the pupils know nothing. They can read a little, but their reading is an effort of memory.

12. The figures given by the Director in para. 62 are instructive, showing how very little the people really care about the education of their children. Thus, in Middle Class schools of 5,018 pupils, 4,544 left the schools, and 4,646 were admitted. In the Lower Class schools, of 15,843 pupils, 12,703 left, and 12,714 were admitted. The boys leave and re-enter at their pleasure, some of them availing themselves of this privilege three and four times in the year. The Director says that "a village fair is enough to depopulate the surrounding "schools for weeks, but the marriage season is the most anti-educational period "of the year."

13. It seems almost impossible to obtain correct returns of the Indigenous schools in the province. The return for the current year shows an increase of 44 schools and 877 pupils, but I fear from what the Director says that these figures are untrue. I have done my best to secure proper statistics, and yet judging from the reports of the Deputy Educational Inspectors, the Deputy Commissioners, and their Tahsildars, are still unsuccessful.

14. The number of visits paid by the District Officers and their Assistants to the schools has increased from 239 to 261. The Director cordially acknowledges the interest taken by the Executive Officers in the cause of education.

15. During the year the School Committees, consisting of three or more respectable native gentlemen at each large town or village, paid 138 visits to the schools. These Committees can, if they choose, do an immense amount of good by encouraging the people to send their children regularly to school.

16. The total cost of the Department, including school buildings, repairs and furniture, was Rupees 3,80,855-11-5, against 3,85,118-4-4 during the previous year. Of the former sum,

Rs.	A.	P.	
2,54,140	4	11	were debited to the Provincial Revenues.
94,031	0	4	to Educational Cess.
30,772	11	10	to Town Fund.
1,574	2	4	to Municipalities.
337	8	0	were contributed by subscription.
Total...3,80,855,	11	5,	being a decrease of Rupees 4,262-8-11. The total amount of fees collected was Rupees 18,243-8-3, against Rupees 18,980-5-0 in the previous year.

17. The Director's report is a valuable one, because it gives us the truth about everything. His thorough appreciation of departmental defects and shortcomings is the best guarantee we can have for their gradual amendment. He has merited the acknowledgments of the Resident, for although so short a time in office, he has done much to put matters on a sounder basis, and to secure for the people that practical education which it is the desire of Government to impart, and for which he himself is so warm an advocate.

I have, &c,

(Signed) W. NEMBHARD, *Lieut.-Colonel,*

Commissioner, Hyderabad Assigned Districts.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

HYDERABAD ASSIGNED DISTRICTS,

FOR

1875-76.

I HAVE the honor to submit the following report on Education in the Hyderabad Assigned Districts for the official year ending on the 31st March 1876.

2. During the year the administration of the Department passed successively through three hands. Dr. R. S. Sinclair, who first gave shape to the educational movements in Berar, and conducted them with zeal, devotion, and a very liberal mind for nine years, was at the end of the last year taken very ill, and obtained privilege leave of absence from the 18th April. He had become prematurely old, and under a lingering sickness, his constitution had completely gone down. The temporary rest gave him no relief, and on the 26th of May he died in the land of his labors, deeply lamented by his friends and subordinates. Mr. F. A. H. Elliot, who was connected with the Department for some years, as Educational Inspector, officiated as Director of Public Instruction from the 18th of April to the 13th of November last, and conducted the duties with youthful energy and superior administrative talents. On the latter date the office devolved on one, who has no recommendation for it, except the weak one of his life-long service in the Educational Department.

3. When Mr. Elliot reverted to his appointment of Educational Inspector, he applied for privilege leave of absence for two months, and gave over charge of his office to me on the 18th November. He was soon appointed Tutor to His Highness the Gaekwar of Baroda, and on the 1st of December he left this province after having enjoyed his leave for 12 days only.

4. I am sorry I have to commence the report with the mention of a calamity which gave a great shock to the progress of the Department. About the end of May cholera made its appearance in the Buldana district, and gradually passed towards the east, spreading for more than four months havoc and terror throughout the length and breadth of the land. The schools were almost entirely deserted, instruction stopped, masters left their posts, and five of them fell victims to the dreadful epidemic. The highest and the best organized schools also suffered from its prevalence. In a class of 32 boys in the Akola High school, the "attendance for some time averaged between 7 and 12 boys:" eight of the boys in the school were attacked, and two died. Many of the village schools "were attended by boys varying from 3 to 10." In Berar, where the people are naturally timid, the effect of such a general consternation could not be a temporary one. The schools took a long time to regain their strength, and it is only in the latter part of the year that the loss has been made up.

5. The subjoined statement will show the total number of schools and scholars on the 31st of March last, as compared with that of the preceding year :—

	Description of Schools.	Number on 31st March 1875.		Number on 31st March 1876.		Increase.		Decrease	
		Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Government.	High schools	2	204	2	219	...	15	...	...
	Middle Class schools ... Anglo-Marathi	36	4,631	36	4,695	...	64	...	...
	Middle Class schools ... Anglo-Hindustani	5	387	5	*425	...	38	...	...
	Lower Class schools ... Marathi	335	14,133	342	14,181	7	48	...	...
	Lower Class schools ... Hindustani	45	1,745	45	1,673	...	...	...	72
	Female schools ... Marathi	13	383	11	338	...	...	2	45
	Female schools ... Hindustani	11	320	11	311	..	..	...	9
	Training College ... Marathi side	1	49	1	27	...	...	...	22
	Training College ... Hindustani side		35		14		..		21
	Night classes, Marathi	8	197	9	234	1	37	...	...
	Total...	456	22,084	462	22,117	8	202	2	169
	Jail schools	2	177	2	169	...	...	...	8
Private.	Boys' schools for Natives receiving fixed monthly grants ...	2	123	5	219	3	96	...	...
	Girls' do. do.	1	26	1	25	...	...	...	1
	Mixed schools for Europeans and Eurasians	1	10	1	8	...	...	...	2
	Schools which received grants-in-aid by results	192	3,422	61	1,400	44	877	...	...
	Inspected and other Indigenous schools			175	2,899				
	Total...	196	3,581	243	4,551	47	973	...	3
	Grand Total...	654	25,842	707	26,837	55	1,175	2	180

6. It will be seen that the number of High and Middle Class schools has remained the same; and the number of students in both of them has increased by 117. The number of Marathi Lower Class schools has increased by 7, with an increase of 48 students only. The Hindustani Lower Class schools show a decrease of 72 students. The Marathi Girls' schools have decreased by two, with a decrease of 45 in attendance. The night classes have increased by one, with an increase of 37 students; and the Training College shows a decrease of 43 students on both the sides. On the whole, with the increase of seven Lower Class schools, decrease of two Female schools, and increase of one night class in the Government institutions, there is a small increase of 33 students.

7. Of the private schools, seven receive a fixed monthly grant, and 61 are indigenous schools which received payment by results under the grant-in-aid rules. The former have increased by three, with an increase of 93 in attendance. As I cannot find out the number of indigenous schools which received grants-in-aid in 1874-75, I am unable to say whether more schools have been brought under the grant-in-aid system or not. The grants are distributed by the Deputy Commissioners, and some of the Deputy Inspectors do not know which schools receive them. I have therefore put these, as well as the simply inspected and not inspected, schools together for the last year. The increase,

* This includes 38 boys in a Hindustani Class attached to a Marathi Anglo-Vernacular school

as shown by the returns during the current year both in the number of schools and scholars, is very great, but the correctness of returns giving the information cannot be relied on.

8. The distribution of Government and private schools according to districts is shown below:—

Names of Districts.	Area in square miles.	Estimate of population.	Number of Schools and Scholars on 31st March 1876.																								Total.				Average number of boys to a Government school.
			Government.												Private.																
			High schools.		Middle Class schools.		Lower Class schools.		Female schools.		Training college.		Night classes.		Boys' schools for Natives receiving fixed monthly grants.		Girls' schools for Natives receiving fixed monthly grants.		Mixed schools for Europeans and Natives.		Schools which received grants by results.		Other Indigenous schools.		Jail schools.		(Govt. schools, including two Jail schools.		Private schools.		Percentage of scholars to population.	
			Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Akola ...	2,641	464,333	1	97	12	1,637	87	3,702	5	139	1	141	...	...	2	82	1	25	...	...	4	150	45	929	1	105	107	5,714	52	1,186	16·6	1·5	53·4
Buldana ...	2,762	365,779	...	...	11	1,090	66	2,585	4	171	...	...	...	...	2	61	...	...	...	...	22	429	38	452	...	...	81	3,846	62	942	19·3	1·3	47·4
Basim ...	2,958	276,408	...	...	5	547	56	1,928	1	36	...	...	3	85	...	0	...	...	...	...	18	367	1	16	...	...	65	2,596	19	383	35·2	1·7	39·9
Amraoti ...	2,767	501,331	1	122	6	931	84	3,577	5	121	...	...	5	132	1	76	...	...	...	...	13	353	50	712	1	64	102	4,947	64	1,141	16·6	1·2	48·5
Wun ...	3,915	323,689	...	...	3	300	40	1,467	2	56	...	...	...	...	...	...	...	...	...	...	...	...	3	100	...	...	45	1,823	3	100	81·6	·6	40·5
Ellichpur ...	2,623	278,576	...	...	4	615	54	2,595	5	133	...	...	1	17	...	...	...	...	1	8	4	101	38	690	...	...	64	3,360	43	799	24·5	1·5	52·5
Total...	17,666	2,210,116	2	219	41	5,120	387	15,854	22	649	1	141	9	234	5	219	1	125	1	8	61	1,400	175	2,899	2	169	464	22,986	243	4,551	24·9	1·2	48

N. B.—The area and population of the Akola district are taken from the Commissioner's last Administration Report.

9. The areas of the two districts in the middle of the valley, Akola and Amraoti, are nearly equal, and they have nearly an equal number of Government schools. These two districts have the largest and thickly crowded number of Government schools; and yet they have the largest number of private and indigenous schools also. Taking population into consideration, the average number of boys in a school in the Amraoti district ought to have been larger than in a school in the Akola district, but the case is different: the Amraoti district holds not only not the first, but the third place in point of attendance. Buldana, which is equal to them in area, and next to them in population, is next to them in schools also, and the schools are nearly as well attended as those in the Amraoti district. Akola and Buldana are the most fortunate districts in possessing a large number of Middle Class schools. The northern district of Ellichpur is smaller than the southern district of Basim in area, and equal to it in population, and in the number of Government schools, but the schools in the latter are much smaller than in the former. Indeed, the first appears to be the poorest in school attendance, and the second the richest, if we take into consideration that Melghàt, one of its three talukas, has no Government school at all. Wun is the largest district in area, but has the smallest number of schools, and the smallest percentage of scholars to the population. Its schools are as badly attended as those of Basim.

10. I am not sure whether the prolific crop of indigenous schools both aided and unaided is to be taken into account in calculating the average number of miles to a school. These schools are so fleeting that the existence of many of them cannot be counted by months. But supposing that they do exist, and giving them credit of doing some good to the people, it will be seen that we have a school for every 25 miles, and attended by nearly 38 students. This result, when compared with the state of schools in the adjoining part of the Bombay Presidency, is favorable, but when compared with that of Bengal, where popular education is particularly attended to and encouraged, it appears that we have much to do. By calculating upon the figures given in the Statement B. at page 121 of the Bengal Educational Report for 1874-75, we see that on an average they have a school for every 8·8 square miles, and that the average number of students to a school is nearly 29. This shows that we have yet to descend to the lower strata of the population, and carry elementary instruction nearer to the doors of the villagers. We have funds to do this, and we only have to move in that direction.

SUPERIOR EDUCATION.

11. Although there are no Colleges in Berar, this Department is connected with the Arts' Colleges of the Bombay Presidency by the foundation, in 1872, of Berar University scholarships, each of Rupees 20, tenable for three years, by such of the matriculated students of the two High schools as are natives of Berar, or as have resided in Berar for five years immediately before passing the Matriculation examination. Among all the measures adopted by Dr. Sinclair for encouraging the study of English, there is none so liberal and so well calculated to give to the intelligent and promising lads of the High schools opportunities of stepping out of the narrow limits of provincial education. The number of scholarships permanently sanctioned is only three; but as four of the matriculated students of this year, entitled to hold them, were willing to avail themselves of this provision, one more scholarship was sanctioned by the Resident, and out of the four, one was allowed to be held at the Poona Engineering College by a black-smith's son of Deulghat in the

Buldana district. The following table will show how these scholarships have been held from the beginning:—

Year.	No. of scholarships awarded.	HOLDERS. Name.	Whether native or resident Beraree.	Progress made at the College.
1873	2	Ganesh Shrikrishn Khaparde ...	Native Beraree ...	Enjoyed the scholarship for three years, and did not pass any higher examination.
		Krishnaji Malhar Paithankar ...	Resident do. ...	Enjoyed the scholarship for 2½ years; passed the first examination in Arts, and accepted an Assistant Teachership in the Akola High school.
1874	3	Hari Ramchandra Rohinkhedkar ...	Native do. ...	Passed F. A. in April 1875, and is preparing for B. A. examination.
		Khandee Shamrao Jalgaumkar ...	Do. do. ...	Failed in the first year's F. A. examination, and passed in the second year.
		Damodar Janardan Boblatkar ...	Resident do. ...	Failed in the first F. A., and died in October 1875.
1875	5	Govind Narayen Budruk	Native do. ...	Failed at the last F. A. examination.
		Govind Narayen Chikati	Do do. ...	Do. do.
		Ramkrishna Hari Kanitkar ...	Do. do. ...	Do. do.
		Gopinath Hari Dhamangaumkar ...	Do. do. ...	Do. do.
		Sitaram Sadasio Chitali	Resident do. ...	Do. do.
1876	4	Ramchandra Narayen, Deshpandi ...	Native do. ...	Joined this year.
		Maruti Hari Lohar	Do. do. ...	Do.
		Balvant Abaji Diwekar	Resident do. ...	Do.
		Hanmant Vireshwar Mandewah ...	Do. do. ...	Do.

It is satisfactory to observe that out of the 14 scholars named above, so many as 10 are real Berarees, and the remaining four are resident Berarees. None of them, however, has as yet reached the goal for which the scholarships are intended. No rule is laid down as to whether a student who fails at the first F. A. examination is to retain his scholarship or not. When he fails he cannot be expected to become a Graduate in three years, and the object of paying him to the end of the term also fails. One scholarship, however, was paid for three years even when the student had failed twice in the F. A. examination.

HIGHER EDUCATION.

12. The two High schools at Akola and Amraoti, though young and ill-fed, have gradually acquired strength, and now stand on the same footing with the Second Class High schools of the Bombay Presidency. Unlike the older High schools of the country, they embrace a course of five years, instead of three or four, and therefore have to bring up their boys almost from the very elements of English. The entrance standard requires a knowledge of Mr. Howard's Second Book in English, and that too the candidates possess very imperfectly. The following table will show the number of pupils and the average attendance at these schools, as contrasted with those of the preceding year:—

School.	1874-75. Number on roll on 31st March 1875. Berarees.	Non-Berarees.	Total.	Average monthly number of pupils on the rolls.	Average daily attendance.	1875-76. Number on roll on 31st March 1876. Berarees.	Non-Berarees.	Total.	Average monthly number of pupils on the rolls.	Average daily attendance.
Akola	40	57	97	84	67	38	59	97	89	72
Amraoti ...	62	45	107	90	70	71	51	122	104	80
Total ...	102	102	204	174	137	109	110	219	193	152

The increase shown under almost all the heads in both the schools, and principally in the Amraoti High school, is marked. Mr. Mackintosh remarks that, "not only are the numbers on the roll the highest yet attained by the school, even in its most palmy days, but the average attendance throughout the year is considerably higher than it has ever been before." This flourish of self-congratulation, however, must be greatly qualified. The school has had no palmy days before, nor has it reached them now. A large increase in attendance is shown, and the reasons for it will be apparent from the remarks further on.

It will be seen that while the non-Beraree students preponderate in the Akola school by a little more than 50 per cent., the Berarees at Amraoti exceed the non-Berarees in the same proportion. On the whole, the two elements are exactly equal in number, and this ratio between them in our High schools is in the present state of education in Berar satisfactory.

It is gratifying to observe that after all the effects of cholera to the contrary, the average daily attendance has not gone down beyond the usual level. The percentage of daily average attendance to the average number of boys on the register is 81·3 in the Akola, and 79·3 in the Amraoti High school.

ANNUAL EXAMINATION.

13. In the middle of October last the two schools were examined by the Officiating Director of Public Instruction, assisted by the Deputy Educational Inspectors, and the result was as follows:—

School.	Standard XI.		Standard X.		Standard IX.		Standard VIII.		Standard VII.		Below Standard VII.		Total.		Percentage of passed.
	Number of boys examined.	Number passed.	Number of boys examined.	Number passed.	Number of boys examined.	Number passed.	Number of boys examined.	Number passed.	Number of boys examined.	Number passed.	Number of boys examined.	Number passed.	Number of boys examined.	Number passed.	
Akola ...	8	7	7	6	15	11	21	13	26	11	2	...	79	48	60·7
Amraoti ...	9	5	6	5	11	8	20	12	29	8	7	1	82	39	47·5

Both the schools have passed a fair number of boys, but Akola has done much better than Amraoti. I find that in the Bombay Presidency the average number of boys who passed the annual examinations of the last year was only 22 per cent., and in the central division it was much less. In the Akola school the percentage was 60·7, and in the Amraoti school 47·5.

14. The students under the 5th and 6th Standards are Musulmans, who have not passed the entrance standard of the High schools, but have been admitted and kept on for the sake of encouragement. They take the time of highly paid teachers, *viz.*, the Hindustani teachers of the Amraoti High school, and the Principal of the Training College at Akola, and from the manner in which they have acquitted themselves, it would appear that the consideration paid to them is not deserved. The students in the Amraoti High school have now been studying for three years, and even if they remained in the school for three times the period, they will not rise to the highest class. They appeared to me too much advanced in age for study, and void of all intelligence and emulation. They have been taught separately in one class, and thereby removed from all wholesome rivalry with Hindu boys.

15. If the High school course be reduced to four years, we shall have, according to the above statement, 51 boys in the Akola, and 46 boys in the Amraoti High school; or according to the number on the 31st March last, 50 in the former and 71 in the latter; and if the definition of a High school recommended by the Educational Committee appointed in July 1875 to simplify and systematize forms and returns be applied, that is, if the course be reduced to three years, the Akola school will, according to the present attendance, consist of 29 boys, and the Amraoti 40 boys. It was to cover the weakness of such infant schools that I proposed a course of four years for these and similar schools (*vide* para. 6 of my letter No. 2096, dated the 20th January last.)

MATRICULATION EXAMINATION.

16. During the last four years the success of the Berar High schools at the matriculation examination has steadily increased. In 1872 they passed three students, next year four, last year six, and this year eight. Last year Shriram Bhikaji Jatar, B. A., the Deputy Educational Inspector of the Akola district, and then Acting Head-master of the Amraoti High school, succeeded for the first time in matriculating four students out of seven sent, and showed that he was no less an efficient teacher than an able Inspector. This year the positions are changed. The Akola school, which passed only two students last year, has this year taken the ascendancy and passed six out of seven students; and the Amraoti school, under Mr. Mackintosh, passed only two of nine.

17. The very flattering success achieved by the Akola High school as regards the percentage of passed students has not yet been exhibited by the best schools of the Bombay Presidency, and was beyond the expectations of Mr. Aitken himself. While exulting at the very prosperous termination of his last year's labours, he regrets that he may not be able to keep up the reputation of his school at the next examination. He writes: "the matriculating of six out of seven of our pupils was a very gratifying finish to the year's labours, and our energies could have no better stimulus than the hope of a similar result every year. But no such hope can be reasonably indulged, as our success last year was out of all proportion to our numbers, and was not due to our efforts only, great though these were, but was also owing to the unusually high average ability of the candidate class. Had we passed three instead of six boys, we should have done well, and three, perhaps four, passed candidates, must be the measure of success to be expected for some years to come as bearing a fair proportion to our numbers."

18. All the students of the Amraoti school passed in English, and Mr. Mackintosh expected a very great success, but somehow or other they disappointed him, and the future pourtrayed by him of the Amraoti school is more gloomy than that of the Akola school. The Akola school may require recruiting, but Amraoti school has not lost much of its strength, and o ught to be prepared for a much better result next year. It has now 14 students under the matriculation standard, while Akola has nine, though the average standing of the former is somewhat shorter than that of the latter.

VERNACULAR SCHOLARSHIP EXAMINATION.

19. Connected with the High schools are ten vernacular scholarships of Rupees 10 each, tenable in them by such students as show in a competitive examination proficiency in vernacular literature, grammar, and composition. No vernacular literature is specially taught in any of the schools in Berar. The scholarships are competed for by the students of the High schools, and they are intended to maintain a larger number of students at these schools. Six of these scholarships are reserved for Hindus and four for Mahomedans. The

examination for these scholarships is held after the result of the matriculation examination is declared, to enable the unsuccessful students to appear for them and to stay a year longer in the High schools.

20. This year the examination was held on the 10th January last. The question papers in Marathi were drawn up, and the answers examined, by the Deputy Educational Inspectors of Akola, Amraoti, and Basim; and those in Hindustani, by the Hindustani Deputy Educational Inspector. There were 28 candidates on the Marathi, and 10 on the Hindustani side. Of the Hindus, 13 were from the Akola, and 15 from the Amraoti High school, and the Mahomedans were divided equally between the two schools. They appeared to have done pretty well in the school subjects, *viz.*, grammar and vernacular poetry; but in composition, which they did not learn in the schools, they made a very bad figure. They were told to write something on the advantages of English education to the natives of the higher classes of India, and the Examiner reports:—"the essays are very poorly written, and none of the candidates seem to possess a scholar-like knowledge of the Marathi language, or to grasp the importance of the subject."

21. None of the candidates passed in all the subjects, except a Mahomedan of the Akola school. Two Hindus of the same school had come up nearly to the mark, and were therefore allowed scholarships with the Mahomedan.

ENTRANCE EXAMINATION.

22. The two High schools are recruited by all the Middle Class schools in the province, some of which are situated at the distance of 60, 80, or even 100 miles from the schools to which they are required to send candidates. Unless some arrangement is made to examine the candidates at their own places, or very near them, the outlying schools will not be well represented at the entrance examinations, and the labors of the masters will seldom be properly estimated. The inability of the candidates to pass a written examination will be a great obstacle to have a uniform test applied at different places.

23. The entrance examination was held by the masters of the High schools on the 15th of November last and on the following four days. 181 candidates appeared, against 104 of the last year, at both the schools—92 at Akola and 89 at Amraoti. The number of Mahomedan candidates increased by 50 per cent., while the Hindus had doubled. The number passed at Akola was 40 Hindus and 3 Mahomedans, and at Amraoti, 51 Hindus and 6 Mahomedans. The percentage of passed men at Amraoti was 64, while at Akola, it was only 46·7. The result of the last year's examination also was similarly dissimilar, and therefore this year's result cannot be considered to have been accidentally such. If it be tested by the independent testimony of the result of the annual examinations by the Deputy Inspectors, which gives 36·9 as the percentage of students, it will be seen that the Akola result was much nearer to it than the Amraoti result. Again, it has been found that boys are more willing to go to the Amraoti than to the Akola High school for their entrance examination, though they wish to join the latter. This fact, when considered in connection with the results arrived at the two schools, clearly indicates that at one place the tendency of the examination is to find out the number qualified, and at the other to get in the number willing to enter, and this is confirmed by the fact that at one place no boys are admitted from the Middle Class school except at the annual examination, and at the other they are. These circumstances partly explain the reason of the larger attendance so gladly noticed by Mr. Mackintosh, and the larger number of failures in all the examinations of the Amraoti school.

HIGH SCHOOL LIBRARIES.

24. During the year 34 books, including reports and magazines, were supplied to the libraries of the Akola and Amraoti High schools, and they are reported to have been well kept.

BOARDING-HOUSE ATTACHED TO THE AKOLA HIGH SCHOOL.

25. This is a very useful appendage to the educational institutions of Akola. It was started in October 1874 by private subscriptions and donations, and at the end of September last it was in debt to the sum of about Rupees 48. It, however, fully deserved the patronage of Government, and the grant of Rupees 30 a month, sanctioned from the 15th of September, has placed it on an independent and a secure footing.

26. For three months after it was opened, the number of boarders was never more than 17; but before the end of the year it rose to 34, and at the end of March last it was 41. Out of these 41 boarders, 30 were students of the High school, and 11 students of the Training College. When the latter institution is enlarged and improved, and a good Middle Class school, with a sufficiently large number of exhibitioners, opened at the station, the number of boarders will be still more increased, and the usefulness of the boarding-house better and more generally appreciated. The establishment has been placed under the general superintendence of the Head-master of the High school; but his First Assistant, Vishnu Moreshwar Mahajani, M. A., and the Curator, Central Book Depot, Waman Krishna Deshmukh, have taken a lively interest in its management from the beginning, and the assistant teachers in the High schools have been informed, "that their superintendence would form as much a part of their regular duties as the teaching of their classes in the school." Mr. Aitken states that "on the whole the boarding worked well during the year: the behaviour of the boarders was satisfactory, and barring the want generally felt and expressed of a more liberal supply of water for bathing, which we will take measures to satisfy as soon as possible, complaints have been neither serious nor numerous."

27. I subjoin a statement furnished by Mr. Aitken, showing the receipts and expenditure on account of the boarding-house during the year:—

Average monthly number of boarders.	Number of boarders on 31st March 1876.	Amount of grant received from Government.			Amount received from subscriptions and donations.			Amount collected from boarders.			Expenditure.			Remarks.
		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
33	41	165	0	0	47	0	0	(a) 958	4	9	(b) 1,137	6	9	(a.) Shows the actual receipts, and does not include Rupees 60-4-9, still due from the boarders on 31st March 1876. (b.) Includes Rupees 45 paid to Waman Krishna Deshmukh, as portion of the debt incurred by the boarding-house.

MIDDLE CLASS SCHOOLS.

28. Like the High schools, the Middle Class schools in Berar are also second rate, that is, Lower Class schools, with a class or two at the top of boys learning English. They are 41 in number, and are divided into five grades, not according to any difference in the standards of instruction imparted in them, but according to the supposed capabilities of the places at which they are situated, and the number of boys expected to attend them. The rate of establishment of each grade, however, is fixed, though it has been found necessary to add to the teaching-staff of some of them according to their requirements. The following statement gives the number of schools of each grade and their localities:—

Grade of school.	Fixed monthly amount of establishment of each school.	Number of schools on 31st March 1876.		Locality.			
		Anglo-Marathi.	Anglo-Hindustani.	Head-quarters of Districts.	Head-quarters of Talukas.	Towns having Extra Assistant Commissioners' Courts.	Other Towns.
	Rs.						
I	280	2	...	1	1	...	...
II	239	6	...	3	3	...	...
III	157	10	...	1	5	1	3
IV	102	6	2	2	3	...	3
V	82	12	3	2	4	1	8
	Total...	36	5	9	16	2	14

Though no new school of this class was opened during the year, arrangement was made to reduce one rural Middle Class school, and to supply one to Yeotmal, the only sudder station of a district which possessed no such school. The second grade Middle Class school at Wun was transferred to Yeotmal, the third grade Middle school at Darwha was transferred to Wun, the fifth grade Middle Class school at Nair was transferred to Darwha, and the first grade Lower Class school at Yeotmal was transferred to Nair. At the six sudder stations of the districts, we have six Marathi, and three Hindustani Middle Class schools. We have Marathi Middle Class schools at all the Taluka stations, except four, *viz.*, the old station of Chadur, the newly formed stations of Mangrul Pir and Pandharkoora, and the jungly station of Melghat or Chikalda. None of these places can support a Middle Class school. There is one Hindustani Middle Class school at the Malkapur taluka station. The remaining 16 Middle Class schools are situated at small towns or big villages.

29. In these schools Middle Class education commences with the 5th Standard, or when the boys commence to learn English. The following statement will show how many boys receive middle and how many primary educa-

tion in them, and how the schools have acquitted themselves during the year:—

Number and description of Middle Class schools.	Number of pupils on 31st March 1876.		Number of boys present at the day of examination.	Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Total number of boys examined.	Total number of boys passed.
	Learning Vernacular.	Learning English.		Number of boys examined.	Number of boys passed.	Number of boys examined.	Number of boys passed.	Number of boys examined.	Number of boys passed.	Number of boys examined.	Number of boys passed.	Number of boys examined.	Number of boys passed.	Number of boys examined.	Number of boys passed.		
36 Anglo-Marathi ...	4,695	718	3,906	723	448	485	257	378	202	321	141	293	138	130	48	2,330	1,234
5 Anglo-Hindustani ...	425	36	309	185	...	46	...	26	...	31	...	21	...	...	...	309	...
Total ...	5,120	754	4,215	908	448	531	257	404	202	352	141	314	138	130	48	2,639	1,234

It will be observed that of the total number of pupils attending the Middle Class schools, 14·7 per cent. learn the Middle Class school course. In the Anglo-Hindustani schools, the percentage is so low as 8·4. The highest number of boys learning English in any school is 48, and the lowest three.

30. All the Middle Class schools were examined by the Deputy Educational Inspectors. The result shows that out of 3,906 pupils present on the day of examination in the Anglo-Marathi schools, 2,330, or 59·6 per cent., were fit to be examined under the several standards. The rest were not able to read and write letters and monosyllables in the Modi characters, and did not know native multiplication tables. Out of the 2,330 boys examined, 723, or

less than one-third, were prepared to be examined in the last standard or the three subjects mentioned above, and 448 of them passed. This shows how elementary our Middle Class schools are, and how far they deserve the name.

423 boys were examined under the 5th and the 6th Standards, or in the subjects of the Middle Class school course, and 186 of them passed. It will be seen that no boys passed under any of the standards in the Anglo-Hindustani schools. My remarks on these schools will be found further on under Mahomedan Education (see para. 50.)

31. The analytic table given below will show how the schools have contributed to feed the High schools :—

Total number of Middle Class schools.	Number of schools which sent boys for the High school entrance examination.	Number of boys sent.	Number of schools who passed.						Total number of boys passed.	Total number of boys who joined the High schools.
			More than 5 boys	5 boys.	4 boys.	3 boys.	2 boys.	1 boy.		
41	40	181	6	2	2	3	6	16	100	68

This gives an average of 2·5 passed boys to each school, but the six schools which passed more than five boys each passed 45 boys in all, or nearly one-half of the whole number, and if we consider those who passed three and more to have done something, the rest, 28 in number, may be said to have done very little or nothing. On an average they passed one boy, and if we take the salary of the Head-master to be the cost of educating that boy, we shall find it to amount to more than Rupees 650 per annum. The expenditure in these minor Middle Class schools is not only lavish, but unproductive. The one or two boys they send to the examination do not join the school after they pass it, nor do they profit themselves by the little they learn in the schools themselves. Of the 100 students who passed, 68 joined the High schools, and some of them left before the close of the year. I am afraid many of the remaining boys will not return to the schools after the present May vacation.

MIDDLE CLASS SCHOOLS OF THE INFERIOR KIND.

32. It must be admitted that the maintenance of unsuccessful schools has a pernicious effect both educationally and morally. The teachers try to force English education upon their pupils, because they think that unless they do so, and unless they show some attendance of English students, the school will be lowered in grade, and the establishment will be reduced. They therefore try to form a class of a few boys of unequal attainments under the 5th or the first Middle Class school standard, spend their time and energies to bring them up in the subjects of the standard, and often fail to produce the desired effect on account of the rawness of the boys. By thus taking up for the 5th Standard what materials they can get, they leave a gap of one or two serial classes below. The Head-masters teach the 5th Standard, or the 5th and the 6th Standards, to six or eight boys, and their First Assistants teach the 3rd Standard to as many boys. This is the case in many of the inferior Middle Class schools.

33. When I stated in the above para. that the teachers force English education upon their pupils, I did not mean to say that the latter submitted to the force unconditionally. For English education a fee of 4 annas *per mensem* has to be paid, and though the amount is trifling, the parents of the pupils will not pay it under any force. Now, the master becomes charitable to his pupils and to himself. For those who refuse to pay fee he pays it.

Lately a new man was sent to act for a Middle Class School-master, who had gone on leave of absence. When the acting man took charge about the middle of the month, the fee for that month was not collected. He asked the boys to pay it, and out of six, two did pay. The parents of the others sent word to say that they never had paid fee before, and that they would not pay it. The new Master enquired of the Assistants how it was, and was informed that each teacher was responsible for the fee of his class. The poor man, though unused to the practice, did not wish to show that he destroyed the English class, and paid one Rupee out of his pocket before he had received a pie of his acting allowance. This practice of paying fee is more general than I had anticipated, and it conceals the real state of these schools from a superficial observer.

34. Under these circumstances, it is a matter of consideration whether English should be allowed to be taught in such schools at the sacrifice of good elementary instruction in vernacular; at the sacrifice of all honesty in the masters, and at the cost of introducing a bad habit among the people. I am an advocate of English education; I would afford every facility and assistance to the people to acquire a good knowledge of English; but I should be the last man to see vernacular neglected *just to show that English is taught*. I quote below the remarks of the Deputy Educational Inspector of Akola on one of the Middle Class schools in his district, to show how the teaching of English in the lower grade Middle Class schools is injurious to elementary instruction: "I am inclined to think that the poverty of the result is owing to the fact that the Head-master had to teach three standards, and that he must have devoted too much of his time to the single boy who passed the recent High school entrance examination. I found a similar state of things in the Middle Class school at Patur two months ago. These schools have three Masters allowed to each, and they are expected to teach six standards, like the schools of the first and second grades, in each of which there are at least five Masters. It is impossible for one Master to teach three standards, especially when English is to be taught. When a Master attempts to do too much, he of course does nothing well, and thus vernacular and other subjects are necessarily neglected, and even elementary English is not well taught."

The Basim Deputy Educational Inspector writes as follows with regard to an Anglo-Vernacular school in his district:—

"The first two Masters are each required to teach two Standards—a practice followed, I think, in many of the schools of the province, the evil effects of which are shown by the failure of the classes." "It is only the English portion of the standard in which they acquitted themselves very well. This shows that the Master devotes more of his time to English than to vernacular studies. The boys read the First English Book well, and also explained well. Dictation and spelling in particular was praiseworthy." "It will appear from the above remarks that the progress of the school during the last ten months was not satisfactory." I have seen several of these schools, and my description of them will be more unfavorable.

35. I have, as reported in my letter No. 2537, dated the 18th March last, thought it to be my duty to order English to be discontinued from the 1st of the last month in 14 of the Middle Class schools noted in the margin, in which the attendance of English students was below 10. I do not think all the remaining 27 schools will succeed as Anglo-Vernacular schools. But instead of taking any immediate measures to put them down, I will allow them to subside to their natural level. The

Districts.	Anglo-Marathi.	Anglo-Hindustani.
Akola ...	Pinjar ...	Tajnapeith.
	Balapur Fort ...	
Buldana ...	Nandura ...	Malkapur.
	Deulghat ...	Deulghat.
	Dhamangaon ...	
Basim ...	Sirpur ...	Basim.
Amraoti ...	Murtazapur ...	Amraoti.
Wun	Darwha.	
Ellichpur ...	Anjangaon.	

Head-master of a school in which English is stopped, offered to teach during private hours English to the few boys who formed his first class, but they did not care for it.

36. Only one place, a tahsili town, has complained against this order for stopping English. The school at this place had only three pupils on the English side, and one of them was a stipendiary one.

37. If the present number of inefficient Middle Class schools so thickly scattered over the province is not necessary, it is a point for consideration whether such of them as are doing better should be allowed to remain as they are, or should be improved so as to make them more worthy of the name. Should they be allowed to retain the long tail of the most rudimentary education in vernacular, and should they be allowed to continue in a state of lax discipline, which is to some extent common to all, or should they be reformed, so as to be more useful to the High schools and to the people? I should certainly wish to have five or six well organized and real Middle Class schools at the principal stations, and raise their course of instruction by one standard. One reason for doing this is, as I have stated above, the improvement of the internal discipline and respectability of the schools.

38. In schools which are well attended there will be no necessity for the Masters to be lax in their discipline: they can afford to lose some of their pupils by being strict, and set a good example to the minor schools.

39. The other and more important reason is the giving to the students as much knowledge of English as would enable them to read and understand a very simple book, and to speak a little in that language. Unless the students know English to this extent, they may be said to know nothing of it, and unless they spend one more year to know it, their former labor and expense will go for nothing. In the best of our Anglo-Vernacular schools, the students complete the Second Book, and are then told to go to the High schools, or do as they like. Many of them do not wish, or cannot afford, to go to the High schools, and as they have no means of prosecuting their studies at their own places, they leave the schools, and forget what they have learnt.

40. In each district one such Middle Class school can be established with success, and if all the six be found sufficient to satisfy the wants of the High schools, the necessity for forcing English on reluctant villagers will be obviated. The six district Anglo-Vernacular schools can be established without any extra cost to Government, and I will shortly submit my proposals for them.

MIDDLE CLASS SCHOOL EXHIBITIONS.

41. The High schools were connected with the Bombay Colleges by the Berar University scholarships, and the Middle Class schools were connected with the High schools by the High school exhibitions and scholarships, and the last link of the chain was supplied this year by providing for 95 exhibitions of Rupees 4 each, to be held at the principal Middle Class schools by boys of primary schools. This is perhaps the most liberal measure adopted in the whole of India to assist the pupils of village schools in their aspirations after higher education.

42. The first competitive examination for these exhibitions was held on the 15th November last at 24 different Middle Class schools, and the result will be learned from the following statement:—

No. of Lower Class schools allowed to send competitors for the exhibitions.	No. of Lower Class schools which sent competitors.	Total number of competitors sent.	No. declared qualified and appointed exhibitioners.	No. of successful competitors who accepted exhibitions.	No. of those who subsequently left.
387	107	229	73	67	6

43 The standard prescribed for the examination was the 5th or the highest but one for vernacular schools; and it will be seen that out of 387 vernacular schools allowed to send candidates, only 107 did send any, and the total number sent was not more than 229. Of the 73 successful competitors to whom exhibitions were awarded, 67 joined the Middle Class schools at first; but six of them shortly left on the general plea that it was not convenient for them to stay at the new places. This shows how far the Berarees are as yet prepared to benefit themselves by the provision, which in any other part of the country would have created a general excitement and rivalry among all the schools, and the offers would have been accepted with the greatest avidity. The boys appointed had not to go far from their native places, as there were 24 centres fixed for the whole province, nor was the stipend too small for the support of a poor boy in a village or even in a town.

44. I will notice in short the few Middle Class schools which have done well during the year.

In the *Akola* district four of the schools, *viz.*, Akola, Khamgaon, Jalgaon and Balapur Fort, are favourably reported upon. The first is the largest and the most important school in the district. "It continues to be in a good condition," though it has not acquitted itself so well at the examinations as several others less favourably situated have done. The second "school also seems to be in a fairly satisfactory state:" it seems, however, to be wanting in vigour. The third has greatly risen in number, but passed only three boys at the High school entrance examination. It is certainly suffering from want of a sufficient number of teachers. The fourth is not a very important school, but it beat down all the others in the district by passing a large number of boys (five) at the entrance examination. Like the Akola High school it has exhausted itself.

Buldana.—The second fruitful district in these schools has but one school, Malkapur, which is worth mentioning. "There is a steady improvement in this school, not only in attendance, but in progress." It passed seven pupils at the entrance examination.

Basim.—The school at Basim itself "always occupies a deserving place in the result of the High school entrance examination. This is owing chiefly to the quality of instruction imparted in it, and efficiency with which the school is managed." In this school, however, English is more cared for than vernacular. From the time-table I found that more time was given to the English of the first two classes than to all other subjects put together.

Amraoti.—In this district Karanja is the most flourishing school, but being situated in a district town, it did not succeed in passing at the entrance examination more than five boys, while its more fortunate rival at Amraoti passed 10.

Wun.—The school at Yeotmal has been well brought up within the short space of eight or nine months. The Head-master, Janardan Narayen Natu, did well at Wun, and "has been able to show good results of his work" at Yeotmal. His school passed seven boys out of eight sent for the entrance examination.

Ellichpur.—The Cantonment "school is altogether in a healthy condition under its present efficient Head-master, Keshav Bramhgiri Paleker." It sent eight boys, and passed seven. The little fifth grade school at Daryapur is also doing well.

LOWER CLASS SCHOOLS.

45. The following table shows the attendance and progress of boys in the Marathi Lower Class schools of the six Districts :—

Districts.	On 31st March 1875.		On 31st March 1876.		Number of pupils present at the day of examination.	Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Total number of pupils examined.	Total number of pupils passed.	Percentage of boys passed under all the standards.
	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.		Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.			
Akola ...	78	3,455	78	3,317	2,725	557	336	394	231	259	127	197	71	63	23	15	3	1,485	791	53·2
Buldana ...	54	2,166	54	2,166	1,915	388	228	220	120	172	76	61	26	4	3	...	...	854	453	53
Basim ...	43	1,587	52	1,805	1,506	370	231	305	164	463	91	75	50	17	11	...	...	1,330	597	48·5
Amraoti ...	67	2,951	72	3,125	2,588	601	410	523	256	289	140	177	69	88	16	2	1	1,680	992	53
Wun	39	1,507	36	1,334	1,200	375	314	197	125	119	75	65	42	21	11	...	...	777	567	72·9
Ellichpur ...	40	2,467	50	2,434	1,946	405	245	302	145	181	69	69	34	16	10	...	...	968	503	52
Total ...	335	14,133	342	14,181	11,880	2,696	1,814	1,950	1,041	1,483	578	637	292	209	74	17	4	6,992	3,903	54·4

The increase of four schools in the Basim district is owing to the transfer of four schools from the Wun district. In Ellichpur one, and in Amraoti five new schools were opened. In Wun one Hindustani school was transformed into a Marathi one. This increase of seven Marathi schools has been attended with an increase of 48 students. But it will be seen that with the same number of schools, the Akola district has lost 138 ; with a decrease of three schools, Wun has lost 173 students ; with an increase of four schools, Basim has gained 218; with an increase of five schools, Amraoti has gained 174; and with an increase of one school, Ellichpur has lost 33 students. The falling-off in the Akola, Wun, and Ellichpur districts, is considerable. The Akola Deputy Educational Inspector ascribes it to "cholera, which was prevalent in all the parts of the district in the months of June and July." The Wun Deputy Educational Inspector ascribes it to "the transfer of four schools," but the schools transferred did not contain 170 boys, and one school was re-placed. The Ellichpur Deputy Educational Inspector also gives cholera as the cause of the decrease.

46. The quantity and quality of instruction given in these schools will be learned from the result of the annual examinations held by the Deputy Educational Inspectors. Of the 11,880 pupils present on the days of examination, only 6,992, or 58·8 per cent., were prepared to go in for examination, and 3,803, or a little more than half of them, passed under the several standards. Half of them passed under the 1st Standard, and more than one-fourth under the 2nd Standard, leaving a fourth part for the four higher standards. The percentage of pupils passed to pupils examined is 54·4, and the percentage of pupils passed to pupils present on the days of examination is 32. It may be noticed that while the percentages of students passed to students examined in five districts have averaged between 48 and 53, a very short range, that in Wun is so high as 73. I know the schools of that district are not more efficient, or the pupils more sharp. It is simply a matter of greater leniency. It will be seen that the 6th, or the highest, Standard has not been reached in four of the six districts. In Amraoti only two boys were presented under it, and in Akola 15. Even under the 5th Standard, which is equal to the 4th, or ordinary village school standard of the Bombay Presidency, very few boys were presented, except in Amraoti and Akola. This shows that the progress of the boys in our schools is as yet confined to the merest elements of reading and writing.

47. The following table gives particulars about Hindustani schools :—

Districts.	On 31st March 1875.		On 31st March 1876.		Number of pupils present at the day of examination.	Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Total number of pupils examined.	Total number of pupils passed.	Percentage of boys passed under all the Standards.
	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.		Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.			
Akola	9	438	9	385	313	203	21	49	11	41	2	20	1	...	...	313	35	11·2
Buldana	12	392	12	419	277	208	...	42	...	22	....	5	...	...	...	277	...	...
Basim	4	150	4	123	86	52	...	18	...	10	...	6	...	...	...	86	...	...
Amraoti	11	456	12	452	316	223	25	25	2	41	7	25	...	2	...	316	34	10·7
Wun ...	5	147	4	133	85	66	2	11	3	3	...	3	...	...	...	83	5	6
Ellichpur	4	162	4	161	160	112	8	26	1	17	...	5	...	...	...	160	9	5·6
Total ..	45	1,745	45	1,673	1,235	864	56	171	17	134	9	64	1	2	..	1,235	83	6·7

Though the number of Hindustani schools has remained unchanged, the pupils have decreased by 72, and the percentage of pupils passed to pupils examined is ludicrously small. The problem of Mahomedan education is a very difficult one. Government tries its best to help them, but they treat the attempts with cold indifference.

MAHOMEDAN EDUCATION.

48. According to the *Gazetteer* the Hindu population of Berar is 2,075,620, and the Mahomedans amount to 154,951: therefore the ratio of Mahomedans to Hindus is 1 to 13·3: for the former we have 51 Middle Class and Lower Class schools, including a Branch school, and for the latter, we have 378, that is, the Mahomedans have nearly twice the number of schools than the Hindus in proportion to their population.

49. In the two High schools which are common to all the races, the number of Hindus is 192, and the number of Mahomedans 21. Out of 52 scholarships and exhibitions in these schools, 26 are allotted to Mahomedan students, and only seven of them have been filled up, and two or three are held by such students as have not passed the entrance standard.

50. In the five Middle Class schools only 21 boys were presented for examination in the Middle Class school course, and all that can be said about them is that they were not prepared to begin that course. In the Deputy Educational Inspector's examination none of the boys in these schools passed under any standard. I inspected three of these schools, and found that English was taught to boys who could not work examples in compound division, and in one of them it was taught to boys learning simple division, while the standards prescribe a knowledge of reduction and the four compound rules for the entrance examination. Many of the boys could not distinguish parts of speech, and were similarly deficient in almost all the subjects. I did not find that the Masters who taught these schools were to blame; they had done their best to bring up the boys; they paid their fees, but they could not do everything for them. They could not remove the poverty of the parents, or change their habits. They could not get the boys to attend the schools regularly. They had to send for them every morning and evening, and for days and weeks they had to do without them.

51. The Mahomedans of Berar are very poor, and the knowledge of Urdu, and even of English, holds out no prospects of improving their state.

The apathy of the Mahomedans for education is proverbial, but when it is joined with poverty, the efforts of the School-masters prove abortive, and the encouragement of Government is unheeded. In the Bombay Presidency Mahomedans freely take advantage of Government schools for the Hindus, and qualify themselves for all the grades of the public service in the vernacular languages of the different provinces. They learn Urdu, as well as Marathi and Gujerathi in the Training Colleges, and have become Masters of Marathi schools. The Mahomedans of Berar have no strong incentives for the study of Urdu, or Persian, or English, and learning for its own sake is not to be thought of among a poor and ignorant set of people. Captain FitzGerald, in his review of the Basim Deputy Educational Inspector's Report, observes: "my particular attention is directed to the education of the boys of this religion (Mahomedan), but as in Hindustan, so in Berar, there seems to be little wish to improve upon their present self-imposed status of 'hewers of wood and drawers of water.'" How truly is this remark verified by students of High schools becoming cart drivers and Bhistees when they lost their scholarships.

52. The Lower Class schools also share the same fate. They are generally worse than the worst of the Marathi schools. The Deputy Educational Inspector's return shows that out of 1,235 boys in all the Hindustani schools, not more than 83 passed under all the standards, and all of them below the 4th Standard. Perhaps he was over strict at the examinations, but my experience of these schools proves that he has not much underrated their worth. The following instance will show how much the Mahomedans value Government schools and Government education. In a town which contained a good population of Mahomedans, the Master of the Government school used to teach the boys *Koran* unauthoritatively: he was transferred, and the new Master did not consent to do as his predecessor had done without the permission of his superiors. The Deputy Commissioner of course rightly prohibited the teaching of *Koran* in the school, and the people on this very account said that they did not want the school, and discontinued sending their boys to it, although they had paid very little, even in the shape of fees, for its support. It is no wonder then that one of the Deputy Educational Inspectors should say that "few Mahomedans, except the Masters themselves, would be really sorry if all the Hindustani schools were swept away."

FEMALE SCHOOLS.

53. Of the 24 Female schools which existed on the 31st March 1875, one at Akot and one at Balapur in the Akola district were closed during the year. Of the remaining 22, 11 are Marathi, and 11 Hindustani. Seven of these schools are situated at Zillah stations, seven at Taluka stations, and eight at other towns and villages. At one time the number of these schools was as large as 27, and although it has gone down, it is not to be supposed that it is, as it stands at present, any index to the desire of the people for female education. The Government of India, in their Resolution No. 259, dated the 30th April 1868, desire that in the opening of Female schools the people themselves should take the initiative, and contribute towards their maintenance to show their earnestness. The people had, however, a very small share in the establishment of these schools, and have directly contributed nothing towards their expenses. They sprang up daily with the magic wand of educational officers, and have subsisted on the liberality of town funds, with which they are destined to die.

54. I inspected 16 of these schools during my tour, and found that two of them, the Marathi schools at Amraoti and Anjangaon, are doing something, and are worth being called schools: three girls in the first and two in the second could read the Third Balbodh Book, write to dictation from the same, and work examples in simple multiplication and division. The lower classes

also were well taken care of and did credit to the teachers. I could not see the Marathi Girls' schools at Khamgaon and Deulgaon Raja, but I learn they are two of the real schools. In the Basim school there was one girl who could read the Third Book, but she was very backward in everything else. The rest of the schools are for show. People care very little for them, and we cannot improve them. Were it not for the Assistants employed in these schools to collect the girls, they would not meet at all, and it is only when an officer is expected to visit that a fair attendance is secured.

55. I will here describe two or three of the schools to show what they generally are. I will begin with the Babhli Marathi school in the Ellichpur district, not because it is an important one, but because it appeared to have been appreciated by the people, and one of its promoters, a Sahukar of the place, was honored by the Resident with the present of a silver *pandan* for the interest he took in it. It is held on the verandah of a private house which has no school accommodation, and for which a rent of Rupees 2 *per mensem* is paid. There were 24 girls on the register, and as I had to visit it, 18 were collected. There was one girl who read the Balbodh Second Book, but very indifferently, and knew nothing else, and three more girls could distinguish letters, and read them in words. This was the whole thing to be seen in a school which had existed for eight years, which was conducted by the same man during the whole period, and which had attracted some notice. This school costs Rupees 29 *per mensem.*

56. Amraoti and Ellichpur are the two largest towns in Berar, and if female education is at all appreciated by the Musulmans, it must be more so at these than at other places. The Amraoti Hindustani Girls' school is held in a room belonging to a rich Mahomedan gentleman, who charges for it the moderate sum of Rupees 10 *per mensem.* When I entered the school at about 8 a. m., the Master was out collecting girls. When he came there were 21 girls present, out of 24 borne on the register. On my asking him whether all the girls present belonged to his school, he answered in the affirmative. I called out their names from the register, and found that four of them did not belong to the school, and were brought to show a good attendance. Three of his girls read the First Book without looking into it, and two more, words of two letters. These girls knew nothing else, and the others did not know the alphabets. This school has existed for eight years, and costs Rupees 37 *per mensem.* There are two Hindustani Girls' schools at Ellichpur, and I notice the first. It is held in a thatched shed erected by Government on a piece of ground belonging to a Mahomedan gentleman, and in the front of his house. There were 30 girls on the register, and 20 present. Four of them were stated to have finished the First Book; but they read the First as well as the Second Book by rote, and could not distinguish letters of the alphabet. There were five more girls who were reading the First Book, and they also could not distinguish letters. As the first class girls had committed books to memory, they had also committed some multiplication tables to memory, but knew nothing about them, and could not write figures below 20. This school has existed nearly for eight years, and costs Rupees 22 *per mensem.*

57. From the above description of city schools, the state of village schools can be easily imagined. It must, however, be remarked that as the Marathi Boys' schools are superior to the Hindustani Boys' schools in every respect, the Marathi Girls' schools are much superior to the Hindustani Girls' schools all over the district; but they are both bad as yet. In the last annual report Mr. Elliot stated that "in the absence of suitable standards, it is impossible to gauge with any accuracy, the progress that is being made." Suitable standards, however, were prepared for the Marathi schools in May last, sanctioned in the First Assistant Resident's letter No. 246, dated 3rd June, and immediately introduced into the schools. A guide has been set before the Masters, and they will be required to follow it closely and earnestly. The Hindustani Girls' schools require a similar provision to be made for them. I will draw out

the standards shortly, and submit them for sanction. Standards are certainly necessary to ascertain the progress, but when we have not succeeded during the last eight years to make a good beginning, when a school, which promises to do something one year, is reduced to nothing the next year, and when no permanent basis is formed, we need not be too anxious about the standards.

58. I am of opinion that Female schools have been too hastily and inconsiderately opened in the province. The neighbouring division of the Bombay Presidency, which is larger than Berar in area, has many more large towns, and contains a larger and more intelligent population, has only eight Female schools, while we have three times their number. The number of Female schools in the whole of that Presidency is decreasing (see Educational Report for 1874-75, page 92,) and I fear our endeavours to give adventitious support to so many of them here will not be very successful. It will be enough if we have a few of them at the most promising places, and concentrate our efforts for their improvement.

NIGHT CLASSES.

59. Two Night Classes were closed in the Amraoti district, and three opened in the Basim district. They are taught by the Masters of the day schools, and are supposed to meet from 7 to 9 p. m. every day. That they do not meet at the appointed time is what I have seen. Both the teacher and the taught are hard-worked during the day, and to expect them to work with any vigour just after the close of their daily labour, is to ignore human nature. The students have a variety in the evening work, but to the teacher it must be a tiresome drudgery. They accept it for the sake of a few Rupees they make by it; but there is no justice done. The attendance of the students is irregular, and consequently the teacher does not consider himself bound to be regular, and the whole business proceeds in a languid manner.

60. I inspected two of these classes, one at Karanja in the Amraoti district, and the other at Pathrot in the Ellichpur district. The first is the largest class in the province. At the time of my visit there were 33 students on the register, and 21 present. Of those present, five only had received no previous instruction in other schools; of the remaining 16, many had attended other schools for years. There was no classification of those boys. Some read lessons from the First, some from the Second, and some from the Third Modi Book; but they could not read written papers. In the second school I found eight boys present out of 17 on the register. Of these, four read the Third, and two the Second Book. Three read written papers, and two worked an example in simple multiplication. The above may be taken to be the best sample of work done in these classes. If we could secure a good and regular attendance at these schools, we could entrust them to teachers who had not to work hard during the day, and thus introduce more of freshness and activity in them. I give in the margin a table showing the classes of men who attend these schools. The "Other Hindus" are mostly artizans.

Districts.		Number of Night Classes.	Classes of pupils on 31st March 1876.				
			Brahmins.	Kunbees.	Other Hindus.	Mahomedans.	Total.
Amraoti.....	1876...	5	2	24	104	2	132
Basim		3	...	61	21	3	85
Ellichpur.....		1	2	4	11	...	17
Total...	1876...	9	4	89	136	5	234
	1875...	8	6	57	132	2	197

PUPILS.

61. A Berari pupil appears to me physically, socially, and mentally different from a pupil of the western part of the country. Though strong and

healthy, he possesses no activity; being more indulged, he is careless and indolent, and being confined to one trodden path of rural life, he lacks mental energy. Irregularity of attendance, carelessness about study, and inabilty to grasp subjects of ordinary difficulty, are the usual complaints of School-masters. I know there are many School-masters who by throwing the whole blame upon their pupils try to hide their own defects, but there can be no doubt that their own difficulties are many, and often insurmountable.

62. The following statement shows the number of boys who were admitted into, and left, Government schools during the year 1875-76:—

High schools.			Middle Class schools.			Lower Class schools.			Female schools.		
Number on 31st March 1875.	Admitted.	Left.	Number on 31st March 1875.	Admitted.	Left.	Number on 31st March 1875.	Admitted.	Left.	Number on 31st March 1875.	Admitted.	Left.
204	121	106	5,018	4,646	4,544	15,843	12,714	12,703	738	668	777

This is enough to show that the pupils, or their parents, care very little for education, and that no great progress can be made under the circumstances. More than half the number of boys of the highest schools left them during the year, and the lowest or Girls' schools were more than entirely emptied. However, it is not to be understood that those who left the schools left them for good. If they did, their places could never have been supplied. The same boys leave and re-enter at their pleasure: some of them three or four times during one year. It appears that of the 106 boys who left the High schools, 31 re-entered. I have no data to show how many of the boys who left the other schools joined them again; but in the Amraoti district out of 3,921 new entries, 2,400, or more than 61 per cent., were re-entries. Slightest occasions produce flux and re-flux in attendance. A village fair is enough to depopulate the surrounding schools for weeks. But the marriage season is the most anti-educational period of the year. The grandness of the ceremony is estimated by the number of carts one party takes to the village of the other, and therefore every one tries to cart away as much of his village, and with it of its school, as his means can allow. The month of March last was such a season, and it was owing to it that our schools have not shown a much larger increase in attendance at the end of the year.

In the Bombay Presidency a check has been put on leaving the school at pleasure by imposing a heavy re-admission fee. But such a measure in Berar would be altogether ruinous.

63. I have shown in the following table the average standing of pupils in the different classes of schools. I wished to show what time the students took to rise up to the different standards, but my instructions were not understood, and the information not furnished. Even the figures given in the table cannot be depended on for their accuracy:—

	High schools.		Middle Class schools.		Lower Class schools.		Female schools.	
	Years.	Months.	Years.	Months.	Years.	Months.	Years.	Months.
Average standing of pupils on 31st March 1876 ...	2	5	2	9	2	4	2	...

64. The following table shows the number of students belonging to the principal divisions of the population of Berar:—

Schools.	Number of scholars on 31st March 1876.	Brahmins.		Kunbees and Mallees.		Musulmans.		Low-castes.		Other Hindus.		Others.	
		Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.
Higher class ...	219	163	74·4	1	·4	21	9·5	1	·4	27	12·3	6	2·7
Middle class ..	5,120	1,388	27·1	558	10·9	665	12·9	105	2	2,384	46·5	20	·4
Lower class ...	15,854	1,839	11·6	4,797	30·2	2,357	14·9	368	2·3	6,490	40·9	·3	·01
Female schools...	649	79	12·2	33	5	322	48	...	...	215	33·1	...	...
Night classes ...	234	4	1·7	89	38	5	2·1	1	·4	135	57·7	...	...
Training College	41	21	51·2	5	12·2	14	34·1	...	...	1	2·4	...	...
Total ...	22,117	3,494	15·7	5,483	24·7	3,384	15·3	475	2·1	9,252	41·8	29	·1

The largest portion of the students belongs to the non-specific section of "Other Hindus," which composes the trading and manufacturing population, such as Wanee, Teli, Koshtee, Shimpi, Sonar, &c. It need not be told that these are the people who, next to Brahmins, require the rudiments of reading, writing, and a little of accounts. Their number is the largest in all the schools, except the High schools and the training college, to which they do not wish to ascend. Next to them come Kunbees and Mallees, or pure agriculturists, who, however, number only one-half of the "Other Hindus." The Brahmins occupy the third position numerically, but educationally they occupy the first. While other castes decrease in proportion as they go up from lower to higher schools, the Brahmins increase largely. In night classes, they are almost imperceptible, but rising through Lower and Middle Class schools, they fill up half of the training college, and three-fourths of the High schools. It is no wonder, then, that they are the best informed of all the people, and occupy a foremost rank in all offices requiring education and intelligence.

The Mahomedans form the same percentage as the Brahmins of the total number of boys, but when we consider that their population is more than three times as large as that of Brahmins, and that they have a large number of schools for themselves, their attendance does not speak in favour of their desire for education.

LOW-CASTE BOYS.

65. These pupils who enjoy the privilege of attending our schools free of charge for three years from the date of entrance show this year a decrease to the extent of 120 pupils in all the districts. When we see that the better classes are so apathetic about the education of their children, we cannot expect the low-caste people to try to get out at once of their present degraded position. The inducement we offer is not a powerful one. The attempts made in the Bombay Presidency with much stronger inducements have failed. Material advancement must precede social and intellectual advancement. Signs of improvement, however, are perceptible. Such of the low-caste people as can afford try to give their children higher education, and pay for it. There is one low-caste boy in the Amraoti High school; but unfortunately he has not advanced beyond the first High school standard in five years and a half, and has sufficiently tried the patience of his parents. There are one or two more low-caste boys in our Middle Class schools who have commenced to study English, and there are others who have nearly completed the course of Lower Class schools. One good improvement I have observed in some of the school-going boys of this class is their cleanliness, and this has so far blunted the prejudices of the other castes, that at Ellichpur I saw a Brahmin and a Dhed sit on the same form.

TRAINING COLLEGE.

66. This institution is intended to train up vernacular teachers for the Department, and consists of two divisions, one for Marathi, and the other for Hindustani teachers. The following statement will show the work of the college during the year, as compared with that of the preceding year :—

Years.	Number of students at the end of the year.					Average number of students on the roll during the year.		Number of students who passed the Certificate Examination.				Number of passed students who have obtained employment.	
	Hindus.		Mahomedans.					Hindus.		Mahomedans.			
	Stipendiary.	Free.	Stipendiary.	Free.	Total.	Hindus.	Mahomedans.	First year.	Second year.	First year.	Second year.	Hindus.	Mahomedans.
1874-75 ...	27	22	25	10	84	22	22	18	...	14	3	...	8
1875-76 ...	21	6	14	...	41	26	17	12	3	12	5	24	7

It will be seen that though the number of students on the roll at the end of the last year was, on account of an unusually large temporary accession of free students, more than double of what it was this year, the average number during the year was the same. The number of students who passed the certificate examination was less by three on the Marathi side, owing to my having refused to give certificates to those who had not obtained the usual number of marks in all the subjects. Formerly when the students obtained the required number of marks on the whole, they were declared as passed, and considered eligible for employment, even if they failed in one, two, or more subjects. In fact, there were no failures under this system of examination. I do not know how an interpretation quite incompatible with the rules of all other examinations was put on the rules of the college. A student who failed in two or three subjects could not with any propriety be considered to have passed the standard, and should not be sent out as teacher to be complained of by the Deputy Inspectors. Twelve students were plucked for not coming up to the required number of marks in all the subjects; and the example is sure to make the future students and their teachers more careful. Some of the unpassed men have been appointed as assistant teachers on smaller salaries, and the rest will be similarly employed.

67. In 1874-75 and 1875-76, 33 Hindus and 34 Mahomedans passed the certificate examination. Eight of the former were promoted to the second year's course, and 24 employed. If the remaining one who belonged to the last year had applied to me, I could have given him a place. Of the Mahomedans, only 15 have been employed, and eight remain to be provided for; and it will be impossible to give places to all of them before another batch is ready in October next. Formerly each division contained 25 stipendiary students; but as the demand for Hindustani teachers was found to be much smaller than for Marathi teachers, it was proposed by Mr. Elliot to reduce the number of the Hindustani scholarships from 25 to 20, and from the saving to appoint an additional teacher for the Marathi side on Rupees 25 *per mensem*. He also proposed the rate of stipends for the second year's men on the Hindustani side to be raised from Rupees 8 to 10, on the supposition that a stipend of Rupees 8 *per mensem* was not a sufficient inducement for a Mahomedan to remain in the college to go through the second year's course. As there were two teachers on the Hindustani side, and only one on the Marathi side, the appointment of a second Marathi teacher was necessary. But the distribution of scholarships must be revised. There are 62 Anglo Hindustani and Hindu-

stani schools in the province, and 86 purely Hindustani teachers in them; while there are 389 Marathi and Anglo-Marathi schools, and 593 purely Marathi teachers. The proportion of Hindustani to Marathi teachers is 1 to 6·9, while that of the Hindustani to Marathi students in the Training College is 1 to 1·25.

68. I very much doubt the propriety of raising the rate of stipends of second year's students from Rupees 8 to 10. I believe the students should not get more than what is necessary for their maintenance and school expenses, and that there should be a wide difference between their college allowances and their salaries as Masters. College life should not be made easy or mingled with home concerns as higher stipends are likely to do. To a student who lives on the bare necessaries of life, the increased salary and post of a teacher are much more acceptable than to one who already receives as a student what he is to get as a master. On these considerations I did not allow to the present second year's students the increased stipends sanctioned by the Resident in his letter No. 691, dated the 4th October last. They were allowed the option of remaining in the college on stipends of Rupees 7 *per mensem*, or going out as teachers on salaries to which they were entitled, and am glad to say that they all chose to be students.

69. The examination of candidates for admission into the college was held on the 22nd November last. The entrance standard is an easy one, requiring a knowledge of the third Balbodh Book in Marathi and Bagh-o-Bahar in Hindustani, and Rule of Three in arithmetic. One hundred and eighty-one candidates presented themselves for examination at the six district stations: 137 on the Marathi, and 44 on the Hindustani side, and 40 of them, 28 on the Marathi and 12 on the Hindustani side, were declared fit for admission. Sixteen scholarships were awarded to the Marathi, and 11 to the Mahomedan, successful candidates, and the rest were made free students; but five of the scholars, and seven of the free students, did not join the college. Although the stipends at the training college are larger than the exhibitions at the Middle Class schools, and the prospects of employment more certain, so many as five candidates out of 27 did not accept the scholarships.

70. Much remains to be done to make the college an efficient institution, and worthy of its name. The students must know the school subjects well; must know the principles of school management and teaching, and must be able to apply them in practice. The present students of the college know the first subject imperfectly, and the second and third not at all. The students are admitted into the college after they have passed the 4th Standard, and in one year they are taken through two higher standards, and also taught some other collateral subjects. Boys in other schools cannot go through these standards in two years. In the Bombay Presidency the candidates are admitted after they have passed in the 5th Standard, which is half way between the 5th and 6th of Berar, and one year is spent, not in taking them any further on, but revising thoroughly the 5th and the preceding standards, because a perfect knowledge of those lower standards is indispensably necessary for them. During the second year they are taught the 6th Standard, and the principles of school-management and method. They are not declared eligible for the post of teachers unless they go through two years' course, and pass an examination in it at the end. Here we try to do three years' work in one year, and consequently do it imperfectly. An instance has just been brought to my notice of a teacher who learned in the training college the higher standards, and passed an examination entitling him to a place of Rupees 25 *per mensem*, but who is not able to teach the standard which he passed when entering the college, or even one below it. The Deputy Educational Inspectors have often stated that they can get better men for the same pay than those turned out from the college. Perhaps this is an exaggeration; but there can be no doubt that the college does not train teachers, but teaches grown up youths.

71. The art of teaching and school management has not found its way into the college as yet. The college is a big and costly vernacular school in which an attempt has been made to teach the boys hurriedly some higher subjects, but no attempt has been made to teach them how to teach, or how to manage a class. A training college without a practising school is no training college. If the students are not made to teach and to apply the principles of method which they learn theoretically, and if their defects are not pointed out to them by their teachers, we need not entertain any hopes of their turning out successful teachers. The Akola training college has no such practising school, and the students get no practical knowledge of the art of teaching. One day I asked a student of the second year's course to explain to the students of the first year's course the principles of an arithmetical process, which he knew well, but entirely failed to explain.

72. The building in which the college is held is far removed from the town and the suburb, and it is difficult to get young children to go to it to learn. I will tempt them to attend by exempting them from the payment of any fee, and thus by forming one or two classes, remove the chief defect in the constitution of the college.

73. It appears that there are in Government schools of all descriptions, excluding the High schools and the training college, 720 teachers, and there are 68 teachers in private and Indigenous schools which receive grant from Government. Of these 788 teachers, 22 are Matriculated, and 147 have received some training in the Bombay and Berar training schools, and the rest, 619, or so many as 78·5 per cent., have not received any professional training. I dare say there are some men in this large number who, by their industry, experience, and self-improvement, have become successful teachers, but the incompetency of many is notorious, and the mismanagement and inefficient state of many of our schools are to be solely attributed to it. There was a time when the exigencies of the Department, and the great anxiety shown for making an appearance, required a wholesale and indiscriminate employment of teachers. Places were to be had for mere asking, and hundreds of the teachers had no other passport to the Department, except their applications. They have now become a burden to the Department. The great number of my visits to the village schools has discovered that there are many School-masters who do not know what they are required to teach, and how that is to be taught. This deficiency was more apparent among the old Hindustani teachers than among the Marathi ones. The former have had some school education, but the latter had none.

74. There is another mistake which this Department has committed in its eagerness to show increase in the number of pupils. Indigenous schools have been incorporated into Government schools, and their Masters employed as teachers. There are no less than 52 such Masters in our schools, and principally in the Middle Class schools. The utter uselessness of these men as teachers in Government schools must have been well known to their employers; but for the sake of their boys they were taken in, and now it is almost impossible to remove them without endangering our schools. Being residents of the places, they have now got a hold on most of the boys in their schools, and their superiors have to deal with them gently for fear of causing any rupture, and thereby injuring the state of their schools. It would have been much better if these men had been kept in their own schools, and rewarded according to their work. It is true that we could not have then shown much increase in our own schools, but we could have got more aided schools, and the instruction which they now impart in our schools would have cost as much less in the Indigenous schools.

75. There is one more thing to be said about our present Masters. When the Department was formed we took any one on any salary, and subsequently discovered that either he was not fit for the salary, or the salary was not fit for

the place to which he was sent. We then commenced a system of reduction, and created great dissatisfaction. A large number of our present Masters have been reduced from higher to lower salaries. They are dissatisfied, and have no heart in their work.

PHYSICAL EDUCATION.

76. In some of our higher schools mental culture has been carefully attended to, but the body, without a proper development of which the mind cannot acquire a healthy state, is nowhere cared for in this part of the country. Elsewhere the educational value of the gymnasium and the play ground is recognized, and at the principal institutions attempts are made to increase the soundness of body with the soundness of mind. At colleges and High schools gymnastic apparatus have been set up, and the students are required to take daily exercise at stated hours. At training colleges these exercises are reckoned as a part of their college studies, and are assigned marks at the certificate examinations. This measure has been attended with great advantages, and to the future teacher these advantages have been inestimably great.

77. At the Akola High school some show has been made by putting up a trapeze, a circular swing, and horizontal and parallel bars, but these things do not appear to have been used: in fact by rain and sun they have become unserviceable: "the gymnasium," Mr. Aitken writes, "was little frequented during the last year for several reasons. The chief reason probably was that the novelty of the thing which had made the boys rush eagerly to it had worn away." Purshotum Ganesh, the popular and successful Master of the Karanja Middle Class school, has prepared a small play ground for his students; and I was glad to find that he had made some beginning at the time of my inspection in December last. Some of the boys were trying to handle the dumb-bells, and make use of the horizontal bar; but there was nobody to instruct them. I have just secured the services of an assistant, who will also superintend the gymnasium.

78. We must do something to improve the physique of the students of the training-college. Our present boy teachers, with no strength in their muscles, and no force in their voice, cannot do justice to their work in the school, or command respect out of it. They must be trained so as to take with them, not only superior knowledge and improved teaching powers, but vigour of mind and body, activity and energy, without which their life as teachers will be vexatious to themselves, and unprofitable to their pupils. After the present summer vacation is over, I will do something for the physical education of the students of the training college, and thereby of the vernacular schools in general.

PRIVATE AND MISSION SCHOOLS, WHICH RECEIVE A FIXED MONTHLY GRANT FROM GOVERNMENT.

Districts.	Schools.	Pupils on 31st March 1876.	Average monthly number on the roll.	Average daily attendance.	Classes of Pupils.			Languages taught.		Monthly grant.
					Hindus.	Mahomedans.	Christians.	Marathi.	English.	
Akola ...	Akola Tajnapeith Mission Boys' school	52	55	45	45	...	7	52	4	30
	Akola Tajnapeith Mission Girls' school	25	22	12	15	2	8	25	10	25
	Khamgaon Mission Boys' school ...	30	30	19	26	...	4	30	...	20
Buldana ...	Buldana Mission Boys' school ...	31	32	31	22	4	5	31	...	10
	Shelsur Marathi Boys' school ...	30	30	27	30	...	...	30	...	5
Amraoti ...	Amraoti Mission Boys' school ...	76	71	55	68	3	5	76	6	30
Ellichpur ...	Ellichpur European and Eurasian Mixed school	8	10	10	...	...	8	...	8	15
	Total...	252	250	199	206	9	37	244	28	135

79. The number of these schools has increased by three, and the attendance by 93. The Free Church Mission school at Khamgaon received a grant from July last. The private school at Shelsur was conducted by a person educated in a Government school, and was reported to have been well managed and well taught, and therefore a fixed grant of Rupees 5 *per mensem* was sanctioned. The Mission school at Buldana existed during the last year also; but as the grant to it was paid from town fund, no notice was taken of it. I think all schools aided from funds managed by Government officers in their official capacity should be considered aided schools.

80. An attempt has been made to teach the boys of the Mission schools according to standards prescribed for Government schools. The highest class in the Tajnapeith Mission school is being taught the 4th Standard, and the progress is as great as low-caste boys can be expected to make. Two pupils in the Khamgaon school learn the 3rd Standard, but the whole school has just made a beginning. The Amraoti Mission school has been entrusted to a person on a small pay who does "his work as well as could be expected of one of his position." An attempt is made to teach English in this school to boys who know nothing of their language, and whose reading is, to say the least, very repulsive. The schools at Buldana and Shelsur are the best private schools in that district.

81. The Mission Girls' school at Akola is doing something. The advanced class consists of four grown up girls, who learn the Mission Third Book, write to dictation, and do sums in simple multiplication and division. They also learn to sew. The mixed European and Eurasian school at Ellichpur is conducted by one Mrs. Saviel. When I visited the school in February last, there were 11 pupils on the roll, six boys and five girls, and eight of them were present. Four of the pupils read the English Fifth Book pretty well, three more read the Third Book indifferently, and one was hardly able to read. They pointed out some places on the map of Berar. The first class pupils had begun arithmetic, but were not able to do any sums, or even to write notation correctly.

INDIGENOUS SCHOOLS AIDED AND UNAIDED.

82. Mr. Elliot has fully described the state of these schools in the last year's report. He seemed to doubt the correctness of the returns which showed an increase of 26 schools and 295 pupils. The following statement compiled from similar returns will show that this year the schools have made a much longer stride:—

Districts.	Description of schools.	Number of schools on 31st March 1876.	Number of scholars on 31st March 1876.	Number which received grants-in-aid during 1875-76. Schools.	Scholars.	Number on the rolls during 1875-76 monthly average.	Average daily attendance during 1875-76.	Grants-in-aid, Prizes, &c., given by Government. Rs.	A.	P.	Probable expenditure from all sources other than grants-in-aid. Rs.	A.	P.
Akola ...	Marathi ...	40	1,079	4	150	1,035	*635	88	0	0	1,196	2	2
	Hindustani...	9											
Buldana ...	Marathi ...	58	881	22	429	893	850	706	12	0	1,633	8	0
	Hindustani...	2											
Basim ...	Marathi ...	16	383	18	367	379	311	347	9	0	259	6	0
	Hindustani...	3											
Amraoti ...	Marathi ...	59	1,065	13	353	828	763	343	0	0	3,708	3	0
	Hindustani...	4											
Wun ...	Marathi ...	3	100	...	...	98	77	...	...	...	114	8	0
	Hindustani...	...											
Ellichpur...	Marathi ...	35	791	4	101	732	605	280	8	0	1,055	9	0
	Hindustani..	7											
Total ..	Marathi ...	211	4,299	61	1,400	3,965	3,241	1,765	13	0	7,967	4	2
	Hindustani..	25											

"Average attendance of some of the schools is not entered in the returns received from the Tahsildars."

An increase of 44 schools and 877 scholars, if correct, must be taken to be a very encouraging sign of the future prospects and extensive operations of the Department; but if incorrect, a necessity for getting a correct information about the schools is felt. All the Deputy Educational Inspectors report that the returns furnished by the Tahsildars are not worth much. One Deputy Inspector writes that "the returns received from the Tahsildar of_____ are simply copies of the return which was obtained by him once in the beginning of the year from the Patels. I have found that schools which were closed several months ago are still shown as existing. Again, no information whatever is given of the schools that have been started lately." Another says: "I visited all the places where these schools (58) were situated, but could examine 47 only. The rest being closed at the time of my visit either on account of the absence of the Master, or for marriage ceremonies." A third writes: "There were 20 Indigenous schools in the_____taluka on the 31st March 1875, but in the next return for April and May 1875, only five schools were shown, all other being omitted, as it was afterwards found not because they were closed. The other day I found that one of the Indigenous School-masters at_____ filled up his roll for four months in arrears, as well as for some time to come, in order to be able to fill up the monthly return which the Tahsildar had called for. I discovered the same elsewhere." It is therefore extremely probable that much of the increase is fictitious.

JAIL SCHOOLS.

83. There are 105 prisoners in the Akola, and 64 in the Amraoti jail, who receive instruction in reading and writing from their brother prisoner or prisoners who are able to give it. Like the students of the night classes they are taught after their morning work has exhausted them, and nobody is responsible for their attendance and progress. The teaching is intended, I believe, for a little recreation after meals than for anything else; for nobody would expect any real progress under such a system.

84. It is, however, satisfactory to find that in the Akola jail the young prisoners fit for reformatory schools are separated from the adults, and are taught for four hours a day. It is this class, the Deputy Inspector reports, that is doing something. It contains 13 prisoners: three of them read the Modi Third Book, three read the First Book, and the rest are learning the alphabet. There is nothing in the instruction of adults which requires any notice. The females are separately taught by Mrs. Misal of the Free Church. Ten females are under instruction, and of these, two or three only have gone beyond the alphabet.

85. Of the 64 prisoners present at the examination of the Amraoti jail school, 16 learned Urdu, and 48 Marathi. Five of the Mahomedans read the *Koran* and nothing else, and a few more could read from a simple book; but they had learned all this before they went to the jail. The eight or nine Marathi prisoners who could read anything had also learned before their imprisonment. The Deputy Inspector observes that the prisoners had no proper teachers, and no sufficient time or appliances for learning, and therefore there was "little chance of the convicts learning anything useful to them, or worth the name of instruction."

THE PUBLIC SERVICE CERTIFICATE EXAMINATION.

86. This year was the first in which candidates for lower grades of the public service were examined under prescribed standard for certificates showing their scholastic attainments, agreeably to the Notifications Nos. 74 and 92, dated the 24th August and 20th September last, published in the Hyderabad *Residency Orders*. 23 candidates presented themselves for the examination held at Akola and Amraoti, and 12 passed. Out of the candidates examined, seven were pure Berarees, and only one of them passed. As yet the people of the land form a small minority of those who take advantage of the measures intended

for their well-being. The candidates had a very short notice, and hence all the districts were not represented at the examination, Amraoti and Akola supplying the largest number. The names of the successful candidates have been published in the *Residency Orders*. If the authorities who have to dispose of places pay a little consideration to the certificates which have been given to the passed candidates, the value of the certificates, and the importance of the examination, will be greatly increased, and the Educational Department itself may derive great advantage from it.

EXAMINATION OF CANDIDATES FOR THE SUBORDINATE MEDICAL DEPARTMENT, BERAR.

87. According to Notification No. 24, published at page 251 of the *Residency Orders* of 5th May 1875, an examination was held on the 10th June 1875 at Akola of candidates for admission to the Subordinate Medical Department, Berar. There were 20 candidates in all from the different schools in Akola, and so many as 14 were from the training college alone. Four of these candidates were declared to have passed, three from the training college, and one from the Akola High school, and were attached as pupils to the Hospitals in Berar.

EMPLOYMENT OF STUDENTS OF GOVERNMENT SCHOOLS IN THE PUBLIC SERVICE.

88. Besides the students who joined as pupils in the Medical Department, 21 obtained employment in the Public Service. Six of them were from the High schools, 10 from the Middle Class schools, and five from the Lower Class schools. Six of these are stated to have entered the Revenue Department, six the Police Department, three Educational Department, two Forest Department, two Postal Department, one Vaccination Department, and one Public Works Department.

BOOK DEPOT.

89. The following statement shows the purchase and sale of books during the year:—

Language.	Balance on hand on 31st March 1875.				Purchased and printed during 1875-76.				Sold during 1875-76.				Balance on 31st March 1876.			
	Number of copies.	Amount.			Number of copies.	Amount.			Number of copies.	Amount.			Number of copies.	Amount.		
		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.
English	11,656	4,349	12	6	205	166	10	8	2,735	941	3	7	9,126	3,575	3	7
Marathi	31,714	5,446	8	6	24,575	2,877	3	0	26,875	4,109	15	1	29,414	4,213	12	5
Sanskrit	3,763	1,238	9	6	10	15	0	0	490	251	8	6	3,283	1,002	1	0
Urdu	11,202	2,568	3	9	3,351	275	15	9	3,202	368	9	3	11,351	2,426	6	9
Persian	461	139	5	0	126	13	14	0	137	66	9	0	450	135	13	6
Total...	58,796	13,742	7	3	28.267	3,348	11	5	33,439	5,737	13	5	53,624	11,353	5	3

The books purchased and sold were mostly elementary school books. The average price of each book purchased is less than 2 annas, and of each book sold is less than 3 annas.

90. Of the Marathi Books 15,000 copies, and of the Urdu Books 2,000 copies, were printed by the Department for the use of schools at a total cost of Rupees 1,042-8-0, as shown in the subjoined statement:—

Name of Book.	Number of copies.	Amount of cost price.			Amount of selling price.		
		Rs.	A.	P.	Rs.	A.	P.
Berar Urdu First Book	2,000	113	0	0	125	0	0
Do. Marathi do.	10,000	608	0	0	625	0	0
Geography of Berar in Marathi ...	5,000	321	8	0	468	12	0
Total...	17,000	1,042	8	0	1,218	12	0

The Urdu First Book was re-printed without any alteration. The Marathi First Book was revised, and a little of Balbodh added to it, so as to introduce the beginner to both the characters at once. It is intended to do the same with the other two Berar Reading Books to avoid the impropriety of introducing a student to Balbodh characters after he has read the difficult lessons in the Modi Second and Third Books. The Geography of Berar has been revised and much improved.

91. Among the books shown as balance on the 31st March last, there are many which were obtained years ago, and which are not now saleable. The Curator estimates their price to be more than Rupees 3,000. I will get a list of them prepared, and submit proposals for disposing of them. The more we keep them, the more they will turn into waste paper, and the more difficult it will be to realize anything from them.

92. During the year one Branch Depôt was opened at Mangrul Pir in addition to the former 20, and one more will shortly have to be opened at Pandharkoora. The largest amount of books sold was at the Central Depôt, which realized nearly 1,700 Rupees. Amraoti is the second in importance, and Ellichpur the third. The books and accounts of all the Branch Depôts were examined by the Deputy Educational Inspectors, and reported to be well kept. In the last quarter, however, complaints were made that the supply of books to the Branch Depôts was not timely and sufficient. "This was partly owing to the scanty supply in the Central Book Depôt itself, in consequence of the limited grant of funds for the purchase and publication of books, and partly to the inconvenience of getting books at the close of the official year."

93. I subjoin a money account of the Book Depôt:—

RECEIPTS.

	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Balance on 31st March 1875:									
Cash...	102	9	3						
Stock	13,742	7	3						
				13,845	0	6			
Balance of unadjusted account				196	2	3			
Profit on Prize Books				34	12	0			
Stock received in 1875-76				3,348	11	5			
Value of broken boxes of books				83	3	0			
							17,507	13	2

DISBURSEMENTS.

Sale proceeds paid into Treasury	5,548	10	3						
Value of broken boxes paid into Treasury	83	3	0						
Commission and carriage ...	341	11	6						
				5,973	8	9			
Balance of unadjusted account				149	2	0			
Cash...				31	13	2			
Stock on 31st March 1876...				11,353	5	3			
							17,507	13	2

The actual gain to the Depôt is calculated to be Rupees 41-2-8.

PRIZES AND REWARDS.

94. Out of the grant of Rupees 2,200 sanctioned for prizes and rewards, the following books and maps were purchased :—

Schools.	Prize Books.				Maps.				Library Books.				Total.			
	Number.	Amount.			Number.	Amount.			Number.	Amount.			Number.	Amount.		
		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.
High schools ...	121	200	0	0	...	...	...	...	14	81	1	2	135	281	1	2
Middle Class and Lower Class schools ...	4,679	1,200	0	0	139	579	14	11	...	...	...	...	4,818	1,779	14	11
Total ...	4,800	1,400	0	0	139	579	14	11	14	81	1	2	4,953	2,061	0	1

95. I give below a table to show how disproportionately the grant for prize books is divided between the High and other schools :—

Schools.	Number of boys present on the day of examination.	Amount of prizes awarded.			Average cost of prize to each boy.		
	Rs.	Rs.	A.	P.	Rs.	A.	P.
High schools	161	200	0	0	1	3	10
Middle Class and Lower Class schools....	17,330	1,200	0	0	0	1	1

A prize ought to be worth presenting and worth coveting. While in the High school it is given at the rate of Rupees 1-3-10 a boy, in the other schools it comes to about Rupees 0-1-1 a boy. Prizes in the Bombay Presidency were calculated at the rate of 2 annas and 6 pies per head for Vernacular schools, and 8 annas a head for Anglo-Vernacular schools, and our stinginess in this respect contrasts very unfavourably with our great liberality in other respects.

96. The following table will show the presents made by the people to schools and scholars :—

Value of furniture presented to schools.			Value of articles, books, and cash presented to students.			Total.		
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
149	0	0	99	6	0	248	6	0

Among the articles presented to schools, there is a fine terrestrial globe worth Rupees 45, presented to the Karanja English-Marathi school by the people of the place, and a clock to the Basim English-Marathi school by Mr. Elliot, the late Educational Inspector of Berar. A time-piece was presented to the Karanja school by Dr. Ramjidas when he left the station. A gong was given by Sakharam wuld Hari, Patel, to the Marathi school at Isolee, and a sand glass to the school at Pimpree by Sadasivè Narayen, Deshmukh. The inhabitants of Ellichpur raised a sum of Rupees 51 for a bell and other articles for the English-Marathi school in the city.

97. We have good many donors of books and other articles to students. The people of Karanja gave books of the value of Rupees 47 to the students of the school. The Raja of Nagpur gave 15 Rupees for books to be given to the boys of the English-Marathi school at Akola. One gentleman presented a *sadi* and a *choli* worth Rupees 6 to a girl in the Warwat Marathi school. Meer Inaiat Husain, the Tahsildar of Amraoti, Syed Mustapha, President of the School Committee at Nandgaon Peth, the Naib-Tahsildar of Morsi, and the Vakeels of the Assistant Commissioner's Court at Basim, have presented books to boys of different schools. Captain Mackenzie has also encouraged the boys of the schools in his district by giving them prizes.

VERNACULAR LITERATURE.

98. Out of the grant of Rupees 500 for encouragement to vernacular literature, Rupees 30 only were awarded as a prize to Hari Dhondio, First Assistant Master, English-Marathi school, Akola, for a translation in Marathi of Dr. Hall's Outlines of Astronomy.

DIRECTION AND INSPECTION.

99. If the province were a part of the Bombay Presidency, it would have formed half a charge of an Educational Inspector, assisted by three or four Deputy Inspectors, but here the schools are managed by a separate Educational Department, and by the Deputy Commissioners. The Director, with his Assistant, the Educational Inspector, exercises power over the High and Middle Class schools, while the Deputy Commissioners, with their Assistants, the Deputy Educational Inspectors, exercise power over the Lower Class schools. This dual system of Government has been complained of in so far as the "arbitrary division of the province into districts" prevents a "reasonable flow of promotion throughout the Department, and a usefully free interchange of Masters." I have, however, never found the district officers raising any obstacle in the way of the Director taking steps to knit the different parts into one whole, and to diffuse emulation among the staff of vernacular teachers. But to be able to do this the Director must know the whole province; he must see all the places and schools, and be acquainted with the qualifications and services of all the men. Without this information and knowledge, he cannot take any share in the interchange or promotion of Masters.

100. I set out on a tour of inspection on the 7th December last, and proceeded towards the south, east, north, and west, nearly along the borders of the province, and returned to Akola on the 31st of March. I travelled in all 665 miles by the ordinary road. I saw something of five districts, the sixth, Buldana, I could not see on account of the advanced state of the hot-season. I have visited the two High schools, and the training college, and inspected 25 Middle Class, 66 Lower Class, 3 Aided, 16 Female, and 1 Mixed school, 2 Night Classes, and 2 Indigenous schools. I did not "hurry from big school to big school," as both the Director and the Inspector appear to have done the year before. I saw all the schools which came in my way, and by so doing, I was able to see 118 schools, against 138 seen by both of them last year. I have explained fully in my letter No 2556, dated the 21st March 1876, the uselessness of superior Inspecting officers "travelling hurriedly over great distances" in search of the "big" or Middle Class schools. The second grade Anglo-Vernacular schools of the Bombay Presidency, bad as they are, are better than most of the Middle Class schools in Berar, and they are not specially inspected by Educational Inspectors. They inspect them along with other vernacular schools, the attention paid to which will be seen from the following instance. While moving in the Poona District as Deputy Educational Inspector, I was one morning examining a primary school situated at the distance of six miles from a taluka station, and was surprised to find the Educational Inspector dismount his horse at the door of the school. He was at the taluka station the day before, and thought of paying a visit to the school.

I was examining without knowing that I was there. Here the Director and the Inspector " are often unable even to visit all the Government and Indigenous schools in one town."

101. Mr. Elliot had not much time to move out after the opening of the season. He visited Amraoti in the months of August and October, and Khamgaon in September. He went towards the south as far as Patur, 20 miles from Akola, but the state of the weather did not permit of his proceeding further, or moving about. In November he moved towards the west along the Railway line for some distance. He took part in the annual examination of the High schools, and inspected three Middle Class schools, and one of them twice. He travelled 73 miles by the ordinary road, and 350 miles by rail.

102. Since the 17th April 1875, the date on which Mr. Elliot relieved Dr. Sinclair, the office of the Educational Inspector has been in abeyance, and the duties of it have been conducted by the Director, in addition to his own. Mr. Elliot was single-handed when the busy season was over, but as soon as I assumed charge of the Director's office, I had to take charge of the Inspector's office also to make myself acquainted with the details of the Department, and immediately after to set out on a tour of inspection, which continued for nearly four months. I could manage the Inspector's office work while moving, but I could not complete the inspecting work assigned to him.

103. I subjoin a statement showing the inspection work done by the seven Deputy Educational Inspectors:—

Deputy Educational Inspectors.	Area of the district.	Miles travelled. By rail.	Miles travelled. By road.	Miles travelled. Total.	Number of schools in the district.	Number of schools inspected. Seven times.	Six times.	Five times.	Four times.	Thrice.	Twice.	Once.	Not inspected.	Total number of visits to all schools.	Distance travelled by ordinary road for each visit.
Akola.	2,641	698	1,330	2,028	Middle class ...	12	...	...	1	4	7	...	...	30	6·5
					Lower class including Girls' schools and Night classes.	92	...	...	...	7	66	19	1	172	
Bul-dana.	2,762	34	1,630	1,664	Middle class ...	11	...	...	...	2	9	...	...	24	9·3
					Lower class including Girls' schools and Night classes.	70	...	...	1	9	60	...	...	151	
Basim.	2,958	...	1,229	1,229	Middle class ...	5	1	1	...	1	2	...	...	21	7·5
					Lower class including Girls' schools and Night classes.	60	2	...	1	3	4	47	4	141	
Amra-oti.	2,767	164	1,485	1,649	Middle class ...	6	...	...	...	2	2	2	...	18	6·7
					Lower class including Girls' schools and Night classes.	94	...	...	...	17	73	8	...	205	
Wun.	3,915	...	1,261	1,261	Middle class ...	3	...	...	1	...	2	...	...	8	12·6
					Lower class including Girls' schools and Night classes.	42	...	...	1	5	36	1	1	92	
Ellich-pur.	2,623	...	1,217	1,217	Middle class ...	4	...	1	...	1	2	...	...	16	7·7
					Lower class including Girls' schools and Night classes.	60	...	...	3	16	41	1	...	143	
H. A. Dis-tricts (Hin-dustani.)	17,666	1,206	1,688	2,894	Middle class ...	5	...	...	1	2	...	2	...	12	15·6
					Lower class including Girls' schools and Night classes, and one Branch school.	57	...	...	1	2	9	24	20	1	108

If we do not take into consideration the number of miles travelled by rail by four of the Deputy Educational Inspectors, because there are not many schools on the Railway line, and the travelling must have been resorted to to go to and from the sudder stations, it will be seen that all the Deputy Educational Inspectors have travelled from 1,217 to 1,688 miles during the year. This amount of travelling would be, in my opinion, more than enough for the purpose of efficient inspection; but in some districts it ought to have been more systematic. It would have been better if the Akola Deputy Educational Inspector had contented himself with inspecting 14 of his schools twice, and tried to leave none inspected less than twice. Again, when the Hindustani Deputy Inspector could see 3 schools five times, 3 four times, and 11 thrice, he ought not to have left one unseen, and so many as 23 seen only once.

I may observe that the average distance travelled over by me for the inspection of each school is 5·6 miles, and I thought the Deputy Educational Inspectors of crowded districts, such as Akola, Buldana, and Amraoti, would be required to travel less; but the case is different, and I am inclined to believe that there was some wastage of miles. Though the Deputy Educational Inspector for the Hindustani schools has a large range, and distances between his schools are great, yet a smaller number of miles would have been sufficient for a well arranged tour.

104. Besides the Government schools, the Deputy Educational Inspectors inspected the following aided, unaided, and jail schools, in their respective districts:—

Schools.	Visits paid by the Deputy Educational Inspectors of							
	Akola district.	Buldana district.	Basim district.	Amraoti district.	Wun district.	Ellichpur district.	Hindustani schools.
Jail	2	....	...	2	...	...	...
Aided and unaided ...	34	46	51	42	2	43	1

105. As the Deputy Educational Inspectors have to pay more than one visit to every school, I give below a table to show when and how they do their work :—

Deputy Educational Inspectors.	April.		May.		June.		July.		August.		September.		October.		November.		December.		January.		February.		March.		Total number of visits.
	Number of schools thoroughly examined.	Number of schools merely visited.	Number of schools thoroughly examined.	Number of schools merely visited.	Number of schools thoroughly examined.	Number of schools merely visited.	Number of schools thoroughly examined.	Number of schools merely visited.	Number of schools thoroughly examined.	Number of schools merely visited.	Number of schools thoroughly examined.	Number of schools merely visited.	Number of schools thoroughly examined.	Number of schools merely visited.	Number of schools thoroughly examined.	Number of schools merely visited.	Number of schools thoroughly examined.	Number of schools merely visited.	Number of schools thoroughly examined.	Number of schools merely visited.	Number of schools thoroughly examined.	Number of schools merely visited.	Number of schools thoroughly examined.	Number of schools merely visited.	
Akola district ...	3	5	...	...	1	9	...	...	7	6	16	5	...	2	6	3	47	16	29	9	11	21	7	35	238
Buldana „ ...	...	3	...	...	...	6	2	3	5	4	12	2	7	5	26	6	14	8	12	16	29	20	3	38	221
Basim „ ...	3	15	3	...	...	...	5	3	5	4	5	8	4	9	7	23	5	23	19	9	28	3	27	5	211
Amraoti „ ...	...	5	...	...	1	8	3	7	9	26	5	8	17	5	9	3	34	8	45	6	3	15	7	43	267
Wun „ ...	...	9	...	...	...	12	...	1	..	2	...	3	1	13	18	2	16	3	3	14	...	...	4	1	102
Ellichpur „ ...	...	...	...	...	...	16	...	2	2	2	6	16	10	3	17	...	20	8	17	8	14	19	18	29	202
Hyderabad Assigned Districts (Hindustani) ...	...	2	...	...	16	3	13	7	2	11	1	7	2	5	...	1	5	14	8	3	9	...	5	6	120

This table makes curious disclosures. Some Deputy Educational Inspectors commence their regular annual examinations in April (Akola, Basim); some not till October (Wun); some try to finish the regular examinations before the end of December (Wun); some leave the greater number of them to the last three months (Basim); some have not examined regularly more than 20 schools in a month (Ellichpur); others have examined as many as 47 (Akola); one has finished half the number of his schools in the hot months of June and July, and then went on leisurely in the cold season (Hindustani.) I am inclined to think that the examinations are cursory, and the visits flying. I know that there is not at present much to be seen in the progress of boys in the Berar schools, and therefore there is much to be done to ensure progress. The complaint regarding the inefficiency of teachers, and indifference of the people, can never be removed if the Inspecting officers remain satisfied with complaining. As I intend to propose some definite system for the proper inspection of these schools, I do not wish to dwell on the subject here.

106. I am much thankful to all the district officers for their prompt and cordial assistance, and for the interest taken by them in the well-being of the schools in their respective districts. I found them more inclined to consult on almost all matters regarding the management of primary schools than I had anticipated, and the suggestions I could offer were almost invariably adopted. Under such a union, it matters little whether the Director professedly possesses the sole authority over the schools, or not. If the sharers in the authority look to the good of the whole, their combined efforts must produce a greater result than the thoughts and labour of one man.

107. I subjoin a statement showing the number of visits paid by district officers and school committees to the schools:—

Names of Officers.	Akola.				Buldana.				Basim.				Amraoti.				Wun.				Ellichpur.			
	Middle Class schools.	Lower Class schools.	Female schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Total.
Deputy Commissioners ...	7	14	1	22	4	8	...	12	3	19	1	23	4	12	...	16	5	5	...	10	...	...	...	...
Assistant do. ...	9	53	..	62	..	..	..	....	4	14	..	18	3	35	1	39	1	1	...	2	4	16	1	21
Extra Assistant do. ...	...	1	...	1	4	18	...	22	...	1	..	1	..	11	1	12	...	..	...	..	..	..	..	....
Tahsildars	2	22	1	25	6	31	...	37	1	10	..	11	3	14	..	17	...	5	2	7	2	14	1	17
School Committees ...	..	3	...	3	10	14	2	26	..	..	..	..	2	34	2	78	...	5	1	6	...	25	...	25
Other Visitors	6	19	...	25	8	16	6	30	2	16	6	24	6	16	1	23	2	13	...	15	1	3	..	4

By comparing this statement with that of the last year; it will be found that the visits of Deputy Commissioners, Assistant Commissioners, and Extra Assistant Commissioners, have increased from 239 to 261, while those of the Tahsildars have decreased from 197 to 114. It is impossible to expect the district officers to find much time for the examination of the schools; but during my tour I found that one or two of them had done the work of Educational officers. Mr. Dunlop appears to have taken special interest in the schools within his district, and his remarks upon their merits and demerits were based upon a careful and thorough examination of all the classes. Captain Thompson, of the Ellichpur district, had followed the same course.

SCHOOL COMMITTEES.

108. In January 1874, Mr. Elliot forwarded to the Director of Public Instruction an extract from a remark made by Purshotumrao, Extra Assistant Commissioner at Argaon, in the visitor's book of that school, suggesting the desirability of having School Committees for enlisting the sympathies of the people, and urging them to take interest in the schools. Dr. Sinclair, after consulting the Deputy Educational Inspectors, submitted the papers with his letter No. 62, dated the 10th April 1874, to the Resident, with his opinion that the "School Committees would not on the whole be beneficial." The appointment of Committees was, however, sanctioned, and the names of the members were published in the *Residency Orders*, of the 20th April 1875. Some of the Committees, however, had commenced their work before their names appeared in the *Residency Orders*, and paid 49 visits to their schools during 1874-75. While moving in the districts I found that most of the schools which I inspected were not visited by the Committees, and that they had not taken any interest in them, and on enquiring, I learnt that in some districts the members had not received any intimation of their appointment. As the Deputy Commissioners were to carry out the orders contained in your Circular letter No. 973, dated the 26th May 1874, I requested them to give the necessary instructions if they had not already done so, and I now find that the members have been roused in some parts of the province. This year the Committees paid 138 visits to their schools, and the increase of visits from 47 to 78 in the Amraoti district is worth noticing; but it would be too soon to say anything about their working now. The Deputy Educational Inspectors report that a few of them have rendered assistance, but at the same time an instance is cited of a School Committee having induced boys to leave a Government school, and to attend an Indigenous one, without any reason. We need not for some time to come count upon any active co-operation from most of these village Committees, nor is it likely that they will be generally actuated by disinterested motives. But there is no doubt that the district officers can turn them into tools of great usefulness.

FINANCIAL STATISTICS.

109. According to the Budget system the real receipts of the Department consist of fees realized in schools maintained from general revenues, fines, and sale proceeds of books. The estimated and actual receipts under these heads are shown below:—

Heads.	Estimated amount.			Actual receipts.		
	Rs.	A.	P.	Rs.	A.	P.
School fees and fines	13,000	0	0	12,555	3	9
Sale proceeds of books	5,000	0	0	5,548	10	3
Total...	18,000	0	0	18,103	14	0

As this sum is credited to Government, and is not afterwards paid back to the Department, the Government grant of Rupees 2,50,000 is in reality reduced by this sum.

110. The total amount of fees collected in all the Government schools, maintained from the provincial and cess funds, is Rupees 18,243-8-3, against 18,980-5-0 recovered during the preceding year.

The amount collected in the several kinds of schools will be learned from the following table:—

Schools maintained from general revenues.										Schools maintained from cess.			Grand Total.		
High schools.			Middle Class schools.			Lower Class schools.			Total.			Lower Class schools.					
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
649	4	0	5,277	12	6	6,520	3	9	12,447	4	3	5,796	4	0	18,243	8	3

The decrease of Rupees 736-12-9 in this year's realizations has resulted from the reduction in the fee rates, from the 1st of December 1874. During the first 8 months of 1874-75 pupils under Standard II, numbering about 4,250, paid fees at the rate of 2 annas *per mensem*, while this year they paid 1 anna for the whole year. Similarly, the boys of the 6th Standard paid 4 annas, instead of 6, during the same period. The preceding year therefore gained so many as Rupees 2,400 during the eight months of higher rates.

111. The Budget provision of the Department under the different sources of income, and the actual expenditure, are shown below. As I have not been able to ascertain the sanctioned grants under the last three heads, I have taken them to be the same as the amounts expended:—

Funds.	Sanctioned Budget Grant.			Expenditure.			Savings.			Remarks.
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
General revenues ...	*2,85,737	0	0	2,54,140	4	11	31,596	11	1	*This grant consists of Rupees 2,50,367 for general education, and Rupees 35,370 for school buildings provided for in the Public Works Budget of the Province. The latter sum is again devisable into Rupees 20,000 for grants-in-aid to school-houses, and Rupees 15,370 specially sanctioned for the Amraoti High school.
Educational cess fund....	1,07,551	0	0	94,031	0	4	13,519	15	8	
Town fund	30,772	11	10	30,772	11	10	...	...	...	
Municipal fund ...	1,574	2	4	1,574	2	4	...	...	...	
Subscriptions ...	337	8	0	337	8	0	...	...	...	
Total...	4,25,972	6	2	3,80,855	11	5	45,116	10	9	

112. The expenditure of this year, as compared with that of the preceding year, shows a decrease of Rupees 4,262-8-11. The following table will show the funds under which it has increased and decreased:—

	1874-75.			1875-76.		
	Rs.	A.	P.	Rs.	A.	P.
General revenues	2,56,775	13	1	2,54,140	4	11
Educational cess fund	1,00,676	2	5	94,031	0	4
Town fund	25,799	2	10	30,772	11	10
Municipal fund	1,511	10	0	1,574	2	4
Subscriptions	355	8	0	337	8	0
Total...	3,85,118	4	4	3,80,855	11	5

It will be seen that the figures given in column 1 do not agree with those given in column 2 of the first Statement given at page 5 of the last printed report. This is owing to the expenditure under School buildings, Repairs, and School furniture having been entirely omitted in the last year's returns. The total expenditure was shown to be Rupees 2,98,727-11-1, instead of Rupees 3,85,118-4-4. For the purposes of comparison I have entered the whole expenditure in the above table.

113. The subjoined table gives the details of the expenditure. The figures under Construction of school-houses, Repairs, Furniture, and Miscellaneous, are furnished by the Deputy Commissioners :—

EXPENDITURE.

Heads.	Local Funds.								Total.		
	General Revenues.*		Educational Cess.		Town fund.		Municipal fund.		Subscriptions.		
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs. A. P.
Direction	23,312	6 5	...	...	...	...	...	...	...	...	(a) 23,312 6 5
Inspection	27,558	9 4	404	14 5	...	...	..	9 1 7	...	...	(b) 27,963 7 9
Higher Class schools ...	21,530	5 7	...	...	...	...	...	...	...	...	(c) 21,539 7 2
Middle do. ...	69,011	8 11	...	...	169	4 10	180	0 0	...	...	(d) 69,360 13 9
Lower do. ...	67,243	14 0	51,378	11 2	...	...	180	0 0	...	...	(d) 1,18,802 9 2
Female schools	3,845	6 4	...	...	2,761	5 0	875	13 0	337	8 0	(d) 7,820 0 4
Aided do. ...	(e) 1,360	0 0	(f) 1,396	7 3	(f) 344	5 9	(f) 25	0 0	...	...	... 3,125 13 0
Training college ...	3,363	2 0	...	...	...	...	...	...	...	...	(d) 3,363 2 0
Night classes	...	...	955	0 0	...	...	...	...	...	...	(g) 955 0 0
Scholarships	(h) 6,282	6 4	(i) 3,341	4 2	...	...	...	...	...	...	... 9,623 10 6
Book and Prize allowance ...	2,091	0 1	...	...	...	...	...	...	...	...	(j) 2,091 0 1
Government Book Depôt ...	5,572	1 0	...	...	...	...	...	...	...	...	(k) 5,572 1 0
Construction of school-houses	22,969	8 11	25,763	5 9	25,174	6 9	...	...	...	...	... 73,907 5 5
Repairs to school-houses ...	...	...	5,905	13 1	2,282	15 3	304	3 9	...	...	... 8,493 0 1
School furniture ...	...	...	2,646	6 0	40	6 3	...	...	...	...	... 2,686 12 3
Miscellaneous	...	...	2,239	2 6	...	...	...	...	...	...	(l) 2,239 2 6
Total...	2,54,140	4 11	94,031	0 4	30,772	11 10	1,574	2 4	337	8 0	3,80,855 11 5

(a.)—Consists of salary of the Director and his office establishment, travelling, contingent and printing expenses, and official postage.
(b.)—Consists of salaries of the Educational Inspector, Deputy Educational Inspectors, and their office establishments, their travelling and contingent expenses, office rent, official postage, and cost (Rupees 1,541) of tents supplied to them.
(c.)—Consists of salaries of Masters, official postage, contingent expenses, and cost of the Boarding establishment attached to the Akola High school.
(d.)—Consists of salaries of Masters and Extra Assistant Masters, and contingent expenses of the schools.
(e.)—Consists of fixed monthly grants to the Mission Boys' schools at Akola, Amraoti, Khamgaon, to the Mission Girls' school at Akola, and to the European and Eurasian Mixed school at Ellichpur.
(f.)—Consists of a fixed monthly grant to the Sheimar Marathi school (Cess,) and to the Buldana Mission school (Town Fund,) and grant-in-aid by results and prizes to Indigenous schools.
(g.)—Allowances to Night classes.
(h.)—Consists of Berar University scholarships, Vernacular scholarships, and exhibitions attached to the Akola and Amraoti High schools, and exhibitions attached to the Middle Class schools.
(i.)—Scholarships attached to the Training College.
(j.)—Consists of prizes to boys in Government schools, and books and maps for school libraries, and reward for translating a book in Marathi.
(k.)—Consists of salary of the Curator and his office establishment, contingent expenses, and Rupees 3,000-9-3 for the purchase and printing of books.
(l.)—Includes Rupees 1,963-7-7 expended on the construction of office and Workshop for the Local Fund Engineer at Ellichpur, and Rupees 275-12-11 salary of the Clerk in the Office of the Deputy Commissioner, Amraoti.

Heads.	1874-75.				1875-76.			
	Amount.			Percentage.	Amount.			Percentage.
	Rs.	A.	P.		Rs.	A.	P.	
Direction	26,714	4	10	6·9	23,312	6	5	6·1
Inspection...	33,644	13	9	8·7	27,963	7	9	7·3
Higher Class schools	21,907	10	6	5·7	21,539	7	2	5·7
Middle do.	72,017	15	8	19·	69,366	13	9	18·2
Lower do.	1,12,293	4	6	29·4	1,18,802	9	2	31·2
Female schools	8,159	4	3	2·1	7,820	0	4	2·1
Aided do.	3,193	8	6	·8	3,125	13	0	·8
Training college	3,381	0	5	·8	3,363	2	0	·8
Night classes	520	0	0	·1	955	0	0	·2
Scholarships	8,379	2	10	2·1	9,623	10	6	2·7
Book and prize allowance	2,245	8	1	·6	2,091	0	1	·5
Government Book Depôt	6,271	1	9	1·6	5,572	1	0	1·4
Construction of school-houses	72,964	15	0	19·	73,907	5	5	19·4
Repairs to school-houses	7,598	13	10	1·8	8,493	0	1	2·2
School furniture	5,826	12	5	1·4	2,686	12	3	·8
Miscellaneous	.....	...	...	...	2,239	2	6	·6
Total Rupees ...	3,85,118	4	4	...	3,80,855	11	5	...

114. The above comparative table shows that the expenditure on Direction and Inspection has decreased owing to the saving in the salary of the Director, and the appointment of the Educational Inspector having remained vacant. If the cost of the tents supplied to the Deputy Educational Inspectors be spread over eight years, the decrease under Inspection would be still greater. The cost on Middle Class schools has decreased, while that on Lower Class schools and night classes has increased. The small increase under Scholarships is owing to the appointment of exhibitioners in the Middle Class schools about the end of the year. The expenditure on construction of, and repairs to, school-houses has slightly increased, and on school furniture decreased.

115. The following statement shows the receipts and expenditure from educational cess:—

Districts.	Akola.		Buldana.		Basim.		Amraoti.		Wun.		Ellichpur.		Total.	
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
RECEIPTS.														
Balance at close of 1874-75 ...	28,610	2 2	7,436	13 10	7,839	13 4	24,188	12 5	1,283	6 2	10,339	2 11	79,698	2 10
Amount collected during 1875-76 ...	25,239	14 6	11,274	10 10	7,015	11 0	20,834	8 9	10,635	6 0	12,276	4 5	87,276	7 6
Grand Total ...	53,850	0 8	18,711	8 8	14,855	8 4	45,023	5 2	11,918	12 2	22,615	7 4	1,66,974	10 4
EXPENDITURE.														
Construction of school-houses.	5,483	7 3	591	7 7	3,000	0 0	14,895	14 2	...	...	1,792	8 9	25,763	5 9
Repairs to do.	956	13 11	286	11 6	1,629	13 10	1,854	6 1	320	0 0	857	15 9	5,905	13 1
Furniture ...	144	11 6	142	12 4	524	8 0	965	11 6	198	0 0	670	10 8	2,646	6 0
School Establishment ...	13,137	6 6	10,175	10 5	5,181	8 5	14,560	1 2	5,230	4 2	9,159	6 4	57,444	5 0
Miscellaneous ...	...	...	...	...	...	...	(a) 307	12 11	...	...	(b) 1,963	5 7	2,271	2 6
Total ...	19,722	7 2	11,196	9 10	10,335	14 3	32,583	13 10	5,748	4 2	14,443	15 1	94,031	0 4
Balance at close of 1875-76 ...	34,127	9 6	7,514	14 10	4,519	10 1	12,439	7 4	6,170	8 0	8,171	8 3	72,943	10 0
Grand Total ...	53,850	0 8	18,711	8 8	14,855	8 4	45,023	5 2	11,918	12 2	22,615	7 4	1,66,974	10 4

(a.)—Pay of Clerk in the office of the Deputy Commissioner, and Rupees 32 on account of furniture supplied to Deputy Educational Inspector's Office.
(b.)—Rupees 1,963-5-7 on account of the Local Fund Office.

The receipts have increased from Rupees 81,363-4-3 to Rupees 87,276-7-6. The expenditure has decreased from Rupees 1,03,633-12-1 to Rupees 94,031-0-4, and the balance has decreased from Rupees 79,698-2-10 to Rupees 72,943-10-0. It will be seen that except in Akola and Amraoti, the former of which can leave a large surplus, and the latter a small one, the expenditure on annual recurring charges is barely met by the cess fund, and were it not for the balances, these districts would have done nothing in building school-houses. The balances are yearly decreasing. In the three districts of Basim, Amraoti, and Ellichpur, they have been reduced by more than 17,000 Rupees during the year, and the balance in Wun appears to be fictitious, as the fund has, I believe, to pay a loan of Rupees 4,000 lately borrowed to meet its current expenses.

116. The subjoined table will show in what proportion the current charges on account of Middle Class, Lower Class, Female, and Aided schools, and night classes, are borne by the cess and provincial funds in the six districts:—

Funds.	Akola.			Buldana.			Basim.			Amraoti.			Wun.			Ellichpur.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Cess	13,137	6	6	10,175	10	5	5,181	8	5	14,867	14	1	5,230	4	2	9,159	6	4
Provincial ...	39,204	15	4	27,862	0	8	18,234	4	4	25,669	1	1	13,321	3	3	17,609	7	7

It will be observed that in proportion to their own resources, Basim receives the largest grant from Government, and Amraoti the smallest. Akola, in spite of its richness, is next in covetousness to Basim. Wun, though very poor, is fourth in the favour of the Department. It appears that the expenses of the Middle Class schools in the Akola and Buldana districts must be reduced to give relief to other districts.

117. I subjoin a statement showing the distribution of the expenditure incurred on school buildings and repairs:—

Districts.	Description of works.	General Revenues.			Educational Cess.			Town Fund			Municipal Fund.			Total.		
		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Akola	12 Construction of school-houses	...	...	...	4,583	7	3	1,281	4	3	...	...	...	6,764	11	6
	Repairs to do.	...	...	...	956	13	11	572	8	0	...	...	...	1,529	5	11
Buldana	9 Construction of school-houses	34	8	6	591	7	7	10,997	7	7	...	...	...	11,623	7	8
	31 Repairs to do.	...	...	...	286	11	6	455	1	1	...	...	...	741	12	7
Basim	15 Construction of 13, and extension of 2 school-houses	...	...	...	3,000	0	0	2,437	0	0	...	...	...	5,437	0	0
	50 Repairs to do. do. ...	...	...	...	1,629	13	10	400	0	0	...	...	...	2,029	13	10
Amraoti	12 Construction of 10, and petty improvements of 2 school-houses	13,809	0	5	14,895	14	2	4,999	15	2	...	...	...	33,704	13	9
	55 Repairs to do.	...	...	...	1,854	6	1	...	...	...	...	...	...	1,854	6	1
Wun	1 Enlargement of 1 school-house	919	0	0	...	...	...	918	0	0	...	...	...	1,837	0	0
	31 Repairs to do.	...	...	...	320	0	0	855	6	2	...	...	...	1,175	6	2
Ellichpur	5 Construction of school-houses	8,207	0	0	1,702	8	9	4,540	11	9	...	...	...	14,540	4	6
	22 Repairs to do.	...	...	...	857	15	9	...	...	...	304	3	9	1,162	3	6
Total ...	Construction of school-houses	22,960	8	11	25,763	5	9	25,174	6	9	...	...	...	73,007	5	5
	Repairs to do.	...	...	...	5,905	13	1	2,282	15	3	304	3	9	8,493	0	1

Of the 49 new buildings, 26 have been completed, and 23 are in progress. One of the former is the new High school at Amraoti, the cost of which, and of converting the old building into a boarding-house, was estimated at Rupees 23,373. This school-house is the largest, and the most commodious the Department possesses. Another big building completed is for the Middle Class school at Akot, which has been erected according to the standard plan, but which is most unsuited for school purposes. Colonel Allardyce, when he visited the school, asked the teachers to conduct their classes as usual, and found that the noise created was so great that he could not stand the Babel for a minute. In all the school-houses which have been built on the same plan the Head-master can, by sitting in the centre, look after all his Assistants, but as the whole school-house contains but one room, the noise is so great that the masters and the pupils can hardly hear each other.

The 12 buildings completed in the Basim district are all on *Dhaba* plan, closed on three sides, but with windows in the walls, and open on the fourth. Each of them has cost only Rupees 250 paid from the cess fund. Basim is a poor district: it has no town fund, its educational cess fund is lean, and its schools are small. Captain FitzGerald had, therefore, to depend upon his own scanty resources to provide accommodation, which was so badly wanted. I saw the ground plans of some of these buildings: they will be sufficiently spacious, but wanting in look, which he could have given with some extra cost by having tiled roofs and more decent fronts.

118. The following statement will show approximately what the Department has hitherto done to provide school accommodation, and what has to be done:—

Number of new school-houses completed or in progress.	Old Government buildings suitable for school purposes.	Buildings given by the people suitable for school purposes.	Total.	Total number of schools deducting those which are held in the same building with other schools.	Number of schools for which better accommodation is required.
208	80	26	314	440	126

Supposing we open no more new schools, and set about constructing the school-houses wanted, we shall require according to the cost estimated for each in the Akola district nearly four lakhs of Rupees. Our town fund is reduced to nothing, and consequently we cannot expect under the present rules any grant from the provincial revenues; and if we depend upon the savings in the cess fund for these buildings, we shall not get them for ever, except in the Akola district. Great reduction in the cost of buildings is therefore highly desirable, and the point will be separately considered.

119. The following table will show the average monthly number on the rolls; the average daily attendance, and the cost of educating each pupil in the different classes of schools:—

Description of Government schools.	Number of institutions.	Number on roll at the close of the year.	Average number of pupils on the rolls monthly.	Average number of pupils attending daily.	Expenditure. General revenues.			Local Funds. Municipal fund.			Local Funds. Educational cess.			Local Funds. Town fund.			Local Funds. Subscriptions.			Total.			Monthly cost of educating each pupil, calculation being made upon the average attendance. Total cost.			Cost to Government.			Amount of fees.			Average monthly fee for fee-paying pupils.		
					RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	R.	A.	P.	R.	A.	P.	RS.	A.	P.	R.	A.	P.
Higher Class schools ...	2	219	193	152	25,107	6	4	9	1	7	...	...	...	...	...	...	...	...	...	*25,116	7	11	13	12	4	13	12	3	649	4	0	0	4	11
Middle do. ...	41	5,120	4,975	3,682	69,451	11	11	180	0	0	...	...	...	169	4	10	...	...	...	†69,801	0	9	1	9	3	1	9	2	5,277	12	6	0	1	7
Lower do. ...	387	15,854	15,488	11,882	67,243	14	0	180	0	0	51,378	11	2	...	...	...	...	...	...	1,18,802	9	2	0	13	14	0	7	7	12,316	7	9	0	1	2
Female schools.	22	649	669	460	3,845	6	4	875	13	0	...	...	...	2,761	5	0	337	8	0	7,820	0	4	1	6	8	0	11	2	...	...	...	...	...	...
Training College	1	41	49	42	3,363	2	0	...	...	...	3,341	4	2	...	...	...	...	...	...	6,704	6	2	13	4	10	6	10	9	...	...	...	...	...	...
Night classes...	9	234	194	119	...	...	...	...	...	...	955	0	0	...	...	...	...	...	...	955	0	0	0	10	8	...	...	...	...	...	...	...	...	...
Total ...	462	22,117	21,568	16,337	1,69,011	8	7	1,244	14	7	55,674	15	4	2,930	9	10	337	8	0	229,199	8	4	1	2	9	0	13	9	18,243	8	3	0	1	3

* Includes Rupees 3,577-0-9 on account of scholarships.
† Do. „ 440-3-0 do. do.

By comparing this with the last year's table, it will be seen that the rise of pupils at the end of the year was this year not so sudden as it was last year, owing no doubt to the immense number of marriages which took place in the month of March last. The percentage of average daily attendance to the average number on the register was this year 75·7, which may be a little lower than what might be expected; but the last year's figures (see table on page 12 of the printed report) show it to be so high as nearly 89, which has seldom been found in the best attended schools, and will never be expected in the Lower Class schools of Berar for years to come. But irrespective of any error which may have crept in the total of column 5, the cost per head was not correctly calculated, as the scholarships and exhibitions in the High and Middle Class schools; and in the Training College, were not counted in finding it out. With all the corrections of the present year it does not rise much above what it was shown to be last year.

120. The foregoing pages will show that the progress of the Department in the extension of schools was but small. Funds had to be scraped for the increase of seven schools. The number of pupils has not greatly increased; the schools had to suffer from natural and social causes. The High schools have done well, and one of them has achieved a signal success. The principal Middle Class schools have done their duty of feeding the High schools with a sufficiently large number. Many of the inferior Middle Class schools have shown themselves to be rotten at the core, and have been stript of their showy covering. The vernacular schools have not advanced beyond a knowledge of the three R's; but successful attempts have been made by some of them to share in the exhibitions and scholarships at the Middle Class schools, and the Training College. Private and Indigenous schools have shown a very great increase: a commencement has been made to allow the best of them a fixed monthly grant. Many of the others received grants by results. Inspection of all the schools has been equally attended to by the superior officers. Expenditure on Direction and Inspection has decreased. The percentage of expenditure on Middle Class schools is less, and that on Lower Class schools is more than what it was last year. Steps have been taken to supply as much school accommodation as the funds could permit, and, lastly, measures have been indicated and suggested, which when adopted are likely to effect much improvement.

I have, &c.,

NARAYAN B. DANDEKAR,

Director of Public Instruction,

Hyderabad Assigned Districts.

B.—EDUCATION FORM I.

THE UNIVERSITY.

Results of the Examinations of the University of Bombay, for the official year beginning from 1st April 1875, ending on 31st March 1876.

Nature of examinations.	Number of Institutions sending up candidates.			Number of candidates sent up.				Number of candidates passed.				Religion, or natural classification of passed candidates.						Remarks.
												Natives of India.						
	Government Institutions.	Private Institutions.	Total.	From Government Institutions.	From Private Institutions.	Private Students.	Total.	From Government Institutions.	From Private Institutions.	Private Students.	Total.	Christians.	Hindus.	Muhammadans.			Europeans.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Entrance or Matriculation ...	2	..	2	16	...	1	17	8	...	1	9	...	8	1	...	...	...	

AKOLA,
The 18th May 1876.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

B.—EDUCATION FORM II.

Return of Colleges and Schools, and the Scholars attending them, for the official year beginning 1st April 1875, ending 31st March 1876.

Class of Institutions.	Government Institution.										Aided Institution.									
	Number of Institutions.	Number of scholars on the rolls on 31st March 1876.	Average daily attendance.	Number of scholars on 31st March 1876 learning through.		Religious, or national classification of scholars, on 31st March 1876.					Number of Institutions.	Number of scholars on the rolls on 31st March 1876.	Average daily attendance during March 1876.	Number of scholars on 31st March 1876 learning through.		Religious, or national classification of scholars on 31st March 1876.				
				English.	Vernacularouly.	Christians.	Hindus.	Muhammadans.		Others.				English.	Vernacular only	Christians.	Hindus.	Muhammadans.		Others.
1	2	3	4	5	6	7	8	9	10	11 12	13	14	15	16	17	18	19	20	21	22 23
(Colleges not affiliated to the University.)																				
Normal schools for Masters	1	41	42	...	41	...	27	14	...	...	...	...	...	...	...	...	...	...	...	...
Schools for boys—Higher schools (English)...	2	219	152	219	...	5	192	21	...	1	...	...	...	...	...	...	...	...	...	...
Do. Middle Class teaching through Vernacular	41	5,120	3,682	...	5,120	10	4,435	665	...	10	...	...	...	...	...	...	...	...	...	...
Do. Lower and Primary schools	(a) 396	16,088	12,001	...	16,088	3	13,723	2,362	...	...	66	1,619	1,376	....	1,619	21	1,474	124	...	...
Schools for girls—for natives of India	22	649	460	...	649	...	327	322	...	...	1	25	12	...	25	8	15	2	...	...
Mixed schools (boys and girls)...	...	...	...	...	...	...	...	...	...	...	1	8	10	8	...	8	...	...	...	...
Total ...	462	22,117	16,337	219	21,898	18	18,704	3,384	...	... 11	68	1,652	1,398	8	1,644	37	1,489	126	...	...

(a.) Includes 9 Night Classes.

B.—EDUCATION FORM II.

Return of Colleges and Schools, and the Scholars attending them, for the official year beginning 1st April 1875, ending 31st March 1876.—(*Concluded.*)

Class of Institutions.	Unaided Institution.											Grand total of Institutions.	Grand total of scholars on the rolls on 31st March 1876.	Grand total of					Remarks.
	Number of Institutions.	Number of scholars on the rolls on 31st March 1876.	Average daily attendance during March 1876.	No. of scholars on 31st March 1876 learning through		Religious, or national classification of scholars on 31st March 1876.								Christians.	Hindus.	Muhammadans.			
				English.	Vernacular only.	Christians.	Hindus.	Muhammadans.			Others.								Others.	
1	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
(*Colleges not affiliated to the University.*)																				
Normal schools for Masters	...	...	...	...	...	...	...	...	...	...	...	1	41	...	27	14	...	...	...	
Schools for boys—Higher schools (English)	...	...	...	...	...	...	...	...	...	...	...	2	219	5	192	21	...	...	1	
Do. Middle Class teaching through Vernacular	...	...	...	...	...	...	...	...	...	...	...	41	5,120	10	4,435	665	...	...	10	
Do. Lower and Primary schools	175	2,899	2,167	...	2,899	...	2,538	347	...	...	14	637	20,606	24	17,735	2,833	...	...	14	
Schools for girls—for natives of India	...	...	...	...	...	...	...	...	...	...	...	23	674	8	342	324	...	...	...	
Mixed schools (boys and girls)	...	...	...	...	...	...	...	...	...	...	...	1	8	8	...	...	...	...	...	
Total...	175	2,899	2,167	...	2,899	...	2,538	347	...	...	14	(*b*) 705	26,668	55	22,731	3,857	...	...	25	

(*b.*) Excluding 2 Jail schools.

AKOLA,
The 18th May 1876.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

B.—EDUCATION FORM III.

Receipts and Expenditure from all sources of Educational Establishments in the Hyderabad Assigned Districts, for the official year beginning from 1st April 1875, ending on 31st March 1876.

Nature of Establishments.	Received.																		Expended.			Remarks.
	Grants from Provincial Revenues.			Local rates or cesses.			Endowments.			Subscriptions.			Municipal Grants.			From Revenues of Native States.			Fees and fines.			Funds not included in foregoing headings.			Total.			Total.			
1	2			3			4			5			6			7			8			9			10			11			12
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
Direction	23,312	6	5	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	....	...	...	23,312	6	5	23,312	6	5	1. By comparing this statement with the one given under para. 113, it will be seen that the items under General Revenues, Educational Cess and Municipal Fund, correspond.
Inspection	27,558	9	4	404	14	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27,963	7	9	27,963	7	9	
Colleges or Departments of Colleges not affiliated to the University Normal Schools.																															
For Masters ... { Government ...	3,363	2	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,363	2	0	3,363	2	0	2. Under column 5 are included, besides the sum of Rs. 337-8-0 paid through the Government treasury by the people for Government Girls' schools, subscriptions received by the managers of private schools directly from the people.
{ Aided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Schools for Boys.																															
Higher Class— English. { Government ...	21,530	5	7	...	...	...	...	...	...	...	...	...	9	1	7	...	...	...	666	15	6	...	...	...	22,206	6	8	22,206	6	8	3. Column 8 shows fees and fines levied in Government and private schools. These items have also been included in column 11 as the fees and fines of Government schools were paid into the treasury, and of private schools appropriated by the Managers.
{ Aided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Middle Class— Vernacular. { Government ...	69,011	8	11	...	...	...	...	...	...	...	...	...	180	0	0	...	...	...	5,327	0	6	169	4	10	74,687	14	3	74,687	14	3	
{ Aided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Lower Class and Primary. { Government ...	67,243	14	0	52,333	11	2	...	...	...	...	...	...	180	0	0	...	...	...	12,418	3	4	...	...	...	1,32,175	12	6	1,32,175	12	6	
{ Aided ...	880	0	0	1,396	7	3	...	...	...	1,115	2	0	25	0	0	...	...	...	67	1	0	344	5	9	3,828	0	0	3,620	10	9	

B.—EDUCATION FORM III.

Receipts and Expenditure from all sources of Educational Establishments in the Hyderabad Assigned Districts, for the official year beginning from 1st April 1875, ending on 31st March 1876.—(*Concluded.*)

Nature of Establishments.	Received.									Expended.	Remarks.
	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12
	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	
Schools for Girls.											
For Natives of India { Government	3,845 6 4	...	...	337 8 0	875 13 0	...	...	2,761 5 0	7,820 0 4	7,820 0 4	4. In column 9 there
For Natives of India { Aided	300 0 0	...	...	393 0 0	...	...	...	...	693 0 0	600 0 0	are two items, one of Rs.
Mixed schools for boys and girls. { Government	...	...	...	...	...	...	...	...	...	...	5,631-13-3, and the other of
Mixed schools for boys and girls. { Aided	180 0 0	...	...	74 0 0	...	...	152 8 0	...	406 8 0	360 0 0	Rs. 248-6-0, other than those
Scholarships.											given under Town Funds
In Colleges { Government	2,265 2 7	...	...	...	...	...	...	...	2,265 2 7	2,265 2 7	in Statement under para.
In Colleges { Aided	...	...	...	...	...	...	...	...	...	...	113. The first consists of
In Schools { Government	4,017 3 9	3,341 4 2	...	...	...	...	...	...	7,358 7 11	7,358 7 11	sale proceeds of books in
In Schools { Aided	...	...	...	...	...	...	...	...	...	...	the Government Book Depot
School Houses.											and the other of presents
Buildings	22,969 8 11	25,763 5 9	...	...	304 3 9	...	...	25,174 6 9	73,907 5 5	73,907 5 5	given by the people to
Repairs	...	5,905 13 1	...	...		...	...	2,282 15 3	8,493 0 1	8,493 0 1	schools and scholars. Both
Miscellaneous.											these items have been in-
Book and Prize Allowance	2,091 0 1	...	...	...	...	...	...	...	2,091 0 1	2,091 0 1	cluded in Column II., as the
Government Book Depot	5,572 1 0	...	...	...	...	...	...	...	5,572 1 0	5,572 1 0	first was paid into the
Sale Proceeds of Books	...	...	...	...	...	...	...	5,631 13 3	5,631 13 3	5,631 13 3	Government treasury, and
School Furniture	...	2,646 6 0	...	...	...	...	...	40 6 3	2,686 12 3	2,686 12 3	the other expended according
Pay of Clerk in the Deputy Commissioner's Office at Amraoti	...	275 12 11	...	...	...	...	...	...	275 12 11	275 12 11	to the wishes of the donors.
Grant towards the construction of a Local Fund Office and Workshop at Ellichpur	...	1,963 5 7	...	...	...	...	...	...	1,963 5 7	1,963 5 7	5. Column 11 contains all the items included in the Statement under para. 113 *plus* the items given in column 8 and the additions in columns 5 and 9.
Presents made by the people to Government schools	...	...	...	...	...	...	...	248 6 0	248 6 0	248 6 0	
Total	2,54,140 4 11	94,031 0 4	...	1,919 10 0	1,574 2 4	...	18,631 12 4	36,652 15 1	4,06,949 13 0	4,06,602 15 9	

AKOLA,

The 18th May 1876.

NARAYAN B. DANDEKAR,

Director of Public Instruction,

Hyderabad Assigned Districts.

B.—EDUCATION FORM IV.

Distribution of Government Colleges and Schools, and of all Schools and Colleges, aided and inspected by Government in the several Districts, under the Hyderabad Assigned Districts.

Names of Districts and Native States.	Vernacular spoken.	Area in square miles.	Estimate of population.	Number of schools.	Number of scholars on the rolls on 31st March.	Average number of square miles to each school.	Percentage of scholars to population.	Remarks.
1	2	3	4	5	6	7	8	9
Akola	Marathi and Hindustani.	2,641	464,333	159	6,900	16·6	1·5	
Buldana		2,762	365,779	143	4,788	19·3	1·3	
Basim		2,958	276,408	84	2,979	35·2	1·7	
Amraoti		2,767	501,331	166	6,088	16·6	1·2	
Wun		3,915	323,689	48	1,923	81·6	·6	
Ellichpur		2,623	278,576	107	4,159	24·5	1·5	
Total ...		17,666	2,210,116	707	26,837	24·9	1·2	

AKOLA,
The 18th May 1876.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

No. 825 OF 1876-77.

Remarks by the Resident on the Educational Report of the Hyderabad Assigned Districts for the year 1876-77.

THIS report represents very clearly the educational wants and drawbacks of the Hyderabad Assigned Districts, and what has been done, and is being done, to supply and remedy them by the Department of Public Instruction.

The Commissioner's review, for which the Resident begs to tender his acknowledgments, summarizes the main figures, and touches on the chief points brought to notice; and in the remarks recorded therein by Major Bell, Sir R. Meade has only to express his concurrence. In reviewing the last-half yearly Report of the Director of Public Instruction, the Resident pointed to what he believes to be the main difficulties with which the Educational Department has to contend, and he does not therefore purpose to enter here upon any lengthened general observations.

2. The remarks of the Director at the outset of the report, relative to some orders enjoining the submission with his own annual report of those forwarded to him by the Inspector and Deputy Educational Inspectors, which he describes as entailing additional labour in copying and being apparently objectless, have evidently been penned under a misapprehension. These reports are not required for record in the Resident's Office, and will be returned to the Director. The subject is not, however, one that called for remark or criticism in the annual report.

3. The number of pupils in our Government schools has fallen from 22,117 in 1875-76 to 21,759 in 1876-77, but the average daily attendance increased from 16,337 to 16,947. The causes of this, on the whole, trifling decrease during a year the latter part of which was disturbed by the consequences of scarcity in the Bombay and Madras Presidencies call for no particular comment here.

The average daily attendance and the cost per pupil in each description of school during the past year were as noted below; and with reference to the latter important item, comparison is also made with the cost in the adjoining Central Provinces, for the purpose of showing that economy has not been overlooked in Berar :—

	Average daily attendance in each.	Average monthly cost per pupil to Government.			Average monthly cost per pupil to Govt. in the Central Provinces.		
	No.	RS.	A.	P.	RS.	A.	P.
2 High Schools	152	13	13	0	22	4	0
35 Middle Class Schools	3,462	1	9	6	2	10	8
398 Lower ,, ...	12,710	0	7	1	0	9	0
16 Female ,, ...	435	0	9	9	0	12	10
1 Training College	32	8	2	11	10	1	4

4. The total cost of educational operations during the year amounted to Rupees 3,34,743, of which Rupees 2,39,656 were allotted from the general revenues of the province, and the remainder—Rupees 95,087—

were contributed by the educational cess of one per cent. on the land revenue, and from town funds and subscriptions.

Lower Class schools absorbed 35·1 per cent. of the whole expenditure; Middle Class schools 19·2 per cent.; High schools 6·8 per cent.; school buildings 13·7 per cent.; Direction, Inspection and subsidiary charges 13·6 per cent., while the remaining 11·6 per cent. covered the cost of Training College, Female schools, scholarships, grants-in-aid to schools, school furniture, Book Depôt, Book and Prize allowances and miscellaneous charges. These percentages show a general tendency in the right direction by the application of the public grants chiefly to the extension of rudimentary Lower Class education.

5. In paras. 5 and 6 of the Report, the Director explains a net decrease, as compared with the previous year, of six Government and two private schools as being almost nominal. He refers to some proposals of his submitted in September 1876 for opening new schools in places of the old ones, and states that had these been sanctioned in their entirety there would have been an increase of 11 schools.

The remarks made in these paras. and again in para. 30 call for a little explanation. In the first place, the proposals referred to were not very clearly put, and, when examined, were found to take no notice of the graded system prescribed by the Government of India. That system, in the opinion of the Director, is unsuited to Berar, and there is doubtless some ground for this view, but it is at the same time evident that the graded system is not solely responsible for the want of teachers alluded to in para. 30. Of the Lower Class schools in the province, 166, or rather more than two-fifths, are supported from the provincial revenues and 232 from the educational cess. It is not the object of the Government to increase the grant, already very liberal, from general revenue for these schools; and if the attendance in any of them is such as to require additional teachers the charge thereby incurred should be provided from schooling fees or the educational cess. There has been no 'technical question' involved in this matter, and the Director's remark to that effect would have been better omitted. The graded system does not admit of the fixed establishments of schools supported from general revenue being increased at the expense of the Government; and, while the Resident is prepared to give every consideration to the Director's proposals on this subject, he cannot sanction any departure from that system, as authoritatively laid down by Government in the rules prescribed in Resolution No. 739, dated 31st December 1868, which are as follows:—

I.—All Government Schools, except cess schools, to be divided into classes and grades, and the portion of the charge for establishment payable by Government for each grade of schools in a class should be fixed.

II.—The scale of charge thus ascertained will hold good for three years, and all other expenditure will be met by schooling fees and other contributions. The Government contribution will be made in the form of charge for fixed establishment, the residual charge for such establishments, and all varying and contingent charges being made good from local funds to the general revenues.

III.—The whole expenditure of the school will be provided for in the Budget from the imperial grant, and the difference between the actual expenditure of the year and the Government allowance will be made good to the general revenues from fees or other contributions.

IV.—All fees or other contributions will be paid into Government Treasuries and credited to a local fund of the particular school, with a charge *per contra* of the amount which has to be

credited to general revenue from this fund under clause 3. The entire control of these local funds will be in the hands of local Governments. All that the Government of India will see is that the local receipts of each school are such as to justify that proportion of imperial grant which may be decided upon, and that the general rates of pay arranged under Rule I. are not disturbed.

The principle to work up to in this matter is that the assistance rendered by the Government to this class of schools shall be regarded as a grant-in-aid. When the attendance at such schools runs over, and an extra teacher is required, the additional charge must be provided for from the cess or local sources, and the Director's attempt to frame an indictment against the Government because it has not acceded to his views on this point is simply absurd.

The Director will now be good enough to report all instances of the kind mentioned in para. 30, and to state how he proposes to apply a remedy in accordance with these remarks. The Resident thinks that aid from 'local contributions' might be sought in such cases as those instanced, more frequently than is probably now customary. A school in Berar with 200 boys who are beyond the powers of the teaching staff allowed by Government generally implies a populous village with local means of assistance, from which the pay of an extra teacher might be provided.

6. In his 4th para. the Commissioner refers to a well worn subject which shows, as he remarks, why progress must be slow in villages where the necessity of field labour and daily bread is a substantial reality, and the benefit, material or moral, to be derived from attendance at school and books is little more than a traveller's tale. All experience demonstrates that education is taken up generally as a means to obtaining employment under Government, and while it is of course right to do what we can to correct this tendency, we cannot but recognize it as natural. We cannot reserve the best appointments in our public offices for the *alumni* of Government schools: such a proceeding would neither be wise in the interests of the public service or just to others; but, for deserving youths who have attended and profited by their attendance at our schools, suitable opportunities for obtaining a livelihood in the Government service, provided they are content to accept subordinate posts, will often occur; and of such opportunities Government officers should avail themselves to encourage the efforts of the Educational Department. It was with this object that the yearly examination for public service certificates (noticed at para. 58 of the Director's report) was instituted, but somehow the number of candidates for these certificates has been few. The Director states (para. 59) that he has "no means of ascertaining whether the men who obtain certificates find any encouragement from Government officers in other departments as they ought to." This is a matter which should be looked into and reported on. There ought not to be any difficulty in providing a way of obtaining the required information. It is satisfactory to find that, besides those who were employed by the Educational Department, 25 students of Middle Class and Lower Class schools obtained employment in different branches of the Government service during the year under report.

7. There can be no question that the chief want of Berar in the matter of education is as large a number of Lower Class schools, judiciously located, as can be provided from the means available. The two High schools—especially that at Akola—have produced results in some instances creditable enough to the masters, but that cannot be described as commen-

surate with the expenditure involved. This remark applies with still greater force to the Middle Class schools. The Commissioner notes: "The results of the examination of the Middle and Lower Class schools treated of in para. 28 of the report do not appear at first sight to be so favorable as in the former year (1875-76). But the Director shows this to be due rather to a better style of examination having been introduced, by which boys are made to answer more intelligently, and not by rote only." The need of such an improvement is evident from what is stated in the para. alluded to; indeed some of the remarks in it reflect very unfavorably in this respect on former management and the supervision exercised by the Deputy Inspectors.

The table given in para. 28 should always be accompanied by a synopsis of the educational curriculum, so that the subjects of examination under each standard may be apparent side by side with the marks awarded to make the latter intelligible to those who do not carry the standards in their heads.

8. On the subjects of Girls' schools and Night Classes the Resident will only refer to the remarks passed in para. 3 of the review of last March.

9. The Training College, he is glad to see, has been improved. It is hoped the new standards of study and the reforms introduced will work well. The number of students who were drafted from the College during the year to take up employment as Teachers in the Educational Department is shown to be 13.

10. There are only 7 private schools in the province which receive a fixed monthly grant from the Government, and these (as may be seen at a glance from para. 39 of the Report), are but very slender educational agencies. Five are Mission schools, and it is much to be regretted that the progress of all five is reported to be inadequate to the assistance they receive from the Government grants. Unless there is a prospect of improvement soon in these Institutions, the Resident fears the grants-in-aid will have to be withdrawn from them; a step he would especially deprecate, at a time when no schooling for their children is available to subordinate European and Eurasian employés of the Government outside the schools of the Educational Department. This last remark touches a large and important question which has received much consideration from the Government of India, and is entitled to every attention and sympathy.

11. Paras. 40, 41, 42 show how difficult it is to treat what are called "Indigenous schools." But because the Government is willing to develop as far as possible through grants of money and inspection the germ of education that exists in these institutions, the Resident does not see that it lays itself open to the remark made by one Deputy Commissioner of "sharing the responsibility of the imperfect teaching that these schools supply." It is quite possible that in our anxiety to utilize and improve the indigenous plant we may bestow on it more time, attention, and money than it is worth or than is expedient, just as it is quite possible, or even probable, that we may err in a contrary direction.

The remedy is to apply general rules with discretion, and to discriminate in individual instances. As a rule, Indigenous schools in their natural condition are almost worthless, but if one out of twenty can be improved and local influence enlisted, or at least local prejudice averted—for preju-

dice and opposition are what the Government school master has often to face—then the effort is worth making, and the policy which seeks to encourage rather than extinguish these native institutions is not altogether fruitless.

The grant-in-aid standards referred to in para. 43 should be revised.

11. The "curious instance of prison discipline" reported in para. 44 will be brought under the attention of the Inspector General of Jails with a request that he will take steps to render it as solitary as it certainly is curious. The education of *all* boys in jail must be provided for on a regular plan just as if they were at school.

12. The physical education initiated during the year is a bright spot in the Report (para. 46,) on which the Resident desires to offer his hearty congratulations to the Director of Public Instruction and those who have aided in establishing the gymnasia referred to.

13. The boarding establishments connected with the two High schools (para. 48), and the results noticed in para. 53, and attributed chiefly to the Berar School Paper, also present points for congratulation.

14. A dearth of vernacular literature in Berar, owing to which no book has been presented to the Literature Committee and the annual provision for rewards to deserving authors has again lapsed, as it generally does, is a subject on which perhaps no very keen regret need be entertained. The only persons apparently who have ever competed for these rewards are Government school masters not indigenous to the province. And if a presumption were hazarded as to the relative values of the works produced, and of the time, paper, and labor expended on them, the result would probably be more just than kind to the authors.

15. The operations of the Book Depôt call for no remark; but the Resident's acknowlodgments are due to the Director and his Assistants for their labours, as mentioned in para. 62, in preparing new editions of the Berar 2nd and 3rd Books.

16. The Resident has already during the year had more than one opportunity of inculcating a more economical construction of school buildings than was previously enjoined by standard plans. So that he need only record here his general concurrence in the observations made in the report on this subject.

17. The inspection work performed by the Educational Officers, as detailed in paras. 65 to 68, indicates a fair amount of activity in moving about. The Director set an excellent example himself, and his officers performed their duties to his satisfaction. The statement added of visits paid to schools by district officers and School Committees does not in every place attest as frequent inspection as might perhaps be desired; but the Resident will not stay to particularize, as hearty co-operation is generally acknowledged. The record of the names of Extra Assistant Commissioners, Tahsildars, Patéls and others mentioned in para. 69 as having specially exerted themselves to help forward the cause of education has one fault, *viz.*: the names mentioned are too few. The Resident would like to see many more such

instances chronicled. What is said regarding School Committees generally is doubtless but too true: they should improve, however, in time, and become really useful.

18. In remarking on the Educational Report for 1875-76 the Government of India asked for an explanation of the term "dual system" as applied by the Director to the relations of the educational and district officers in Berar. Reference was made at the same time to the views of the Government of India as to what these relations should be. Though the required explanation was called for from the Director, he would seem to have overlooked the point. The Resident, however, believes that the views of Government referred to exactly represent the system, dual or otherwise, which obtains in Berar.

19. A still more important omission, however, is to be noted in the report which calls for rectification. In the letter of Government alluded to in the preceding para. full and complete information was required in all future Education Reports on the following points:—

1.—Whether the school buildings are sound, sufficient, and in good repair.

2.—Whether the text books are suitable and readily available.

3.—Whether all other school appliances generally are really well adapted for their objects.

The information given in paras. 75 to 80 of the report, regarding school buildings and furniture, does not appear to fulfil the Government of India's requirements.

With regard to text books, there is nothing in the Report directly bearing on the subject. In paras. 61 to 64 some account of the working of the Book Depôt is given, but the Director's remarks are confined to the number and description of books purchased and printed for the use of the Department.

Nor are there any remarks under the head of School Fees, which appears to be an important omission.

20. It affords the Resident great pleasure to conclude these remarks with an expression of his satisfaction at the Rao Bahadur Narayen Dandekar's past efforts, and of confidence in his future direction of the Department under his control. The Report he has now submitted furnishes fresh evidence of the practical knowledge, good sense, and temper he has brought to bear upon the discharge of his important duties, and his views and proceedings generally command Sir R. Meade's hearty sympathy and approval.

The Resident's acknowledgments are also due to the Inspector and Deputy Educational Inspectors. To the District officers, Sir R. Meade, while offering his thanks for their endeavours, would re-call a fact, of which they themselves must be fully aware, that on the efforts and encouragement of themselves and their principal subordinates, educational progress in Berar is mainly dependent; therefore much is expected from them.

They will do well to bear in mind what is now again testified by the Rao Bahadur Narayen Dandekar that "Tahsildars are able to make and unmake schools."

(By Order,)

HYDERABAD RESIDENCY,
The 19th October 1877.

G. H. TREVOR,
Second Assistant Resident.

From the Officiating Commissioner, Hyderabad Assigned Districts, to the Second Assistant Resident, Hyderabad, (No. 463).—Dated Amraoti, 31st May 1877.

SIR,—I have the honor to forward the annual Report on Public Instruction in the Hyderabad Assigned Districts for the year 1876-77.

Not having been in the province any time during the year under report, and holding charge as I now do of two offices, I trust that excuse will be found for me should my forwarding remarks appear somewhat meagre and of less value than those of former covering reports.

2. The whole of the duty of direction and inspection has in the year under report devolved upon native agency, Mr. Shriram Bhikaji, the senior Deputy Educational Inspector, having been appointed to succeed Mr. F. A. H. Elliot, who formerly held that office.

3. In para. 4 of the report will be found a full and comparative statement of all the educational institutions in the province. In the number of Government schools there is a net decrease of six, while in private schools the decrease amounts to two. Of the six Government schools, however, two have been absorbed into other schools, leaving an actual decrease of four Government schools only. The Director points out that if certain proposals made by him during the year had met with approval, the result would, in all probability, have been different. The remarks made last year on the ephemeral character of the private schools are exemplified in the report under transmission, 32 old schools having vanished, while 30 new ones have sprung up.

In his paras. 6 and 7, the Director has, I think, satisfactorily shown the causes of the decrease amounting to 319 boys in the number of attendances.

4. Under the head of Distribution of schools, the arguments for and against an extension of our educational efforts are touched upon. It is strange how the idea has laid hold of the native mind, and seems to pervade his every thought, that education is provided for him with one object, *viz.*, to qualify himself for Government service. We are Kunbis and Dhungurs, say the lower classes, and are "not to become Tahsildars and Karkoons," and the same thought seems to have taken hold even of the Rao Sahib's own mind, judging from the observations made by him in his para. 9 regarding Mr. Hari Ramchundra.

The progress in education cannot, I think, be but slow so long as all classes look upon it as only a means to obtaining Government employ. When they realize the fact that education gives power and ability to those who have it to struggle with some measure of success in the battle of life generally, then we may hope to see them eager to give their children the education which now they look down upon.

At the same time, I agree with the Director in his remarks deprecating any intention on his part to show that our efforts in education "are ill-directed and hopeless." I am only giving one more reason why the progress must be slow.

Since January 1873, deducting four scholars who have gone this year to the Bombay College, out of 14, it would seem that only one became a Graduate, while four passed the First Arts examination. These results cannot, I think, be held to be very encouraging.

High Schools.

5. The average daily attendance at the High schools at Akola and Amraoti was 78 and 74 respectively. The abnormal increase in the Amraoti school noticed in last year's

report has subsided, while the usual annual increment to the Akola school is still maintained. Of 168 pupils who came forward for the entrance examination to these schools, 48, or 28·5 per cent., passed, against 54 per cent. in the previous year. In Akola, the percentage of pupils passed to those examined was 32·9, against 60·7 in the previous year; and at Amraoti, the comparison was as 24 to 47·5. The Director explains the causes of this somewhat unfavorable comparison to be due to a more stiff examination in the year under report, and to what Mr. Aitken has called an "innovation." In other words, the examinees were subjected to a questioning on subjects learned by them in previous years.

The Director's remarks on this subject appear to me to be thoroughly sensible and sound.

Vernacular Scholarships.

6. Twenty-nine candidates—22 Hindus and seven Muhammadans—competed for 10 scholarships; and three of the former and two of the latter succeeded in passing three at Akola and two at Amraoti. These results are somewhat better than those of the former year.

Matriculation Examination.

7. Five out of thirteen students—eight from Amraoti and five from Akola—passed the matriculation examination. Of the successful students, Akola furnished three and Amraoti two. The examination for 1875-76 would appear to have been easier than that for the present year, and the Director, therefore, finds that the Akola High school under Mr. Aitken has again acquitted itself creditably. The pupils from the Amraoti High school would both appear to have been up for this examination before and failed. Of the above five pupils, four have been awarded Berar University Scholarships, and three have joined the Deccan College, and one the Poona Civil Engineering College.

Entrance Examination to the High Schools.

8. There were altogether 169 pupils sent forward for examination from the Middle and certain Lower Class schools to be examined for admission to the High schools. Of these 67 passed and 42 joined.

Of these, 42, however, four had left before the end of March, and it is expected that several others will not return after the May vacation.

Middle Class Schools.

9. Paras. 18 to 24 of the report treat of these schools, which are grouped, as district station schools, six in number; taluka schools, 11 in number; town schools, 10 in number; and Vernacular Middle Class schools, eight in number.

The attendance would appear to be the same as in the previous year, the difference in the figures—4,682 and 5,120—being only nominal, and due to the fact that there were 451 boys in six schools which had been relegated from this class to the Lower Class of schools. The arrangements made since last year have rendered the schools now retained in this class more what they should be, namely, feeders to the High schools. The average daily attendance at these schools gives a percentage of 75·9 to the average number on the rolls, which, it is observed in the report, is as good as could be expected under so many disturbing causes. There were 642 boys learning English, against 754 in the previous year, but, as shown by the Director, when this decrease is distributed over the 14 schools which have ceased to teach English, it becomes trifling in the extreme. Of the six district station schools, five are well reported on: the sixth at Yeotmal is attended by 100 boys, and will, it is said, owing to the nature of the place, take some time to come quite up to the mark.

10. Of the taluka schools, it is remarked that though they rival the zilla schools in point of numbers, yet they have not done well at the entrance examination: the highest number of pupils passed by any one of them being

four, and the lowest two. Of the town schools, those at Karanja and Talegaon are very favorably mentioned. The Director brings to notice some apparent error in fixing the term of one year for the 95 Middle Class exhibitions, and as it seems that two years are required for a pupil to get through the Middle Class school course, and to qualify for the High school, some alteration in the rule would appear to be necessary. The Director, however, in his remarks on this subject only reiterates what he said in the previous year, and points rather to the fact that the facilities which we already give to Berarees for obtaining a good standard of education are not yet appreciated by them.

Lower Class Schools.

11. The number of Marathi schools of this class has been increased during the year under report by 12, being 354, against 342, and the number of scholars on the rolls has increased by 376, being 14,181 in 1875-76, and 14,557 in 1876-77. There would appear to be a difference involving one school and one pupil between my figures and those given in the Educational Report, which I am unable to reconcile.

The average number of pupils on the rolls (monthly) was 16,272, and the average daily attendance was 12,710, giving a percentage of 78·1 as the average daily attendance to the average number on the rolls. The instructions issued by the Director at the time of introducing the revised standards of study appear to be very sound and judicious, having for their object a thorough grounding of the pupils in these Lower Class schools in reading, writing, and arithmetic—enabling such as may wish to pursue their studies further to do so, and at the same time fitting such as may desire to engage in trade or business to do so after three or four years' schooling.

The results of the examination of the Middle and Lower Class schools treated of in para. 28 of the report do not appear at first sight to be so favorable as in the former year. But the Director shows this to be due rather to a better style of examination having been introduced by which boys are made to answer more intelligently, and not by rote only, by which, as the Director remarks, the tone of the schools is likely to be improved, and the understanding of the boys to be more exercised than has heretofore been the case.

Hindustani Middle and Lower Class Schools.

12. The remarks under this part of the report differ very little in their tenor from those of the former year. The unsatisfactory state of things would appear to be due almost as much to the incompetency of the masters as to the apathy of the Muhammadan population. Some success has attended the plan of opening Urdu classes in Marathi schools instead of maintaining independent Hindustani schools. The Director remarks that Assistant Hindustani Masters are found to do quite as well or better under Marathi masters as masters of Hindustani schools have been doing independently.

The want of assistant masters is prominently brought to notice in para. 30 of the report. The subject is one which evidently requires to be taken up, and the Director promises to report upon it shortly.

Girls' Schools.

13. There appear to be 16 Government and one aided Female schools with 520 scholars on the rolls. The Girls' schools at Akola, Amraoti, Ellichpur, Talegaon, Karanja and Talegaon Pett (all Hindustani,) were closed during the year, and there are proposals now before the Director for closing others. The effort to impart female education in Berar may therefore be said to have collapsed: only one Girls' school, that at Deulgaon Raja, can be said to be doing anything at all in this line.

Night Classes.

14. The report on these classes would seem to point to their extinction at no very distant date. Of nine which were in existence in the former year four only remain. These are, it is said, doing well, but there seems to be a doubt whether they will be maintained.

Training College.

15. Efforts have been made, and with some measure of success, to carry out the Resident's orders for improving the style of our teaching staff. The result of the examination by the Deputy Educational Inspectors of the classes in the practising school taught by the students of the College is doubtless, as remarked by the Director, very satisfactory ; 73 per cent., or 19 out of 26, of the pupils passed this examination.

The instructions given by the Director to the Principal of this College on forming the Practising school are given at some length in the report, and are well calculated to improve the teaching-power of the masters.

Indigenous Schools.

16. From the report on these schools it appears that very little work is done in them. The amount paid as rewards to the masters under the rules was Rupees 1,233-9-3, of which Rupees 569-8-0 were paid in the shape of capitation grants, while the proficiency grants amounted to Rupees 432. The fact that though the latter is really double the former, being as one Rupee for each boy passing a very easy standard to eight annas per head, yet in the total it is 32 per cent. smaller, shows how little real work is being done. One Deputy Commissioner seems to think that it would be advisable for Government to cease countenancing these schools; but the Director hopes to improve them. It certainly seems desirable, however, that we should be careful not to throw away money in the shape of rewards to little or no good purpose.

The antagonism between the Indigenous schoolmasters and the Government master still appears to exist, though it would seem to be stronger in the former than in the latter, as exemplified in the report.

The Director should send in proposals for revising the present system of grants-in-aid and the standards under which rewards are given.

Jail Schools.

17. Not much is being done in the way of educating prisoners. The system brought to notice, under which a lad sentenced to a year's simple imprisonment was prevented keeping up what he had previously learnt in a Government school is evidently wrong, and the matter has been brought to the notice of the Judicial Commissioner.

18. A fair start has been made in the physical education of our scholars. Gymnasia have been established in several towns and villages, the expenses being borne by the people. At Akola, Rupees 146 and at Akot Rupees 200 were subscribed towards this object.

Public Service Certificate Examination.

19. The remarks made in the Director's paras. 58 to 60 are interesting, and tend to show that perhaps my remarks made above on the subject of educated natives looking solely to Government employ might be somewhat qualified. Twenty-five students of the Middle Class and Lower Class schools did find employment under Government, but it is shown that 206 others carried with them into their every-day life in various spheres the knowledge they acquired in our educational institutions.

Inspection.

20. Under the thoroughly organized system of inspection introduced by the Director, this work seems to have been better done in the year under report than formerly. In

para. 68 it is said that there was less of unnecessary moving about on the part of the Deputy Inspectors, while the inspection returns now contain more useful information than they did before.

The Director cordially acknowledges the encouragement and assistance given by district officers of all grades to the cause of education, as shown by their frequent inspections of the different schools within their several charges.

Financial Statistics.

21. The total expenditure in the year under report was Rupees 3,34,743-12-9, being a decrease of Rupees 46,111-14-8 on the expenditure in the previous year. The chief items of decrease are to be found under the heads of Direction and Construction of school-houses. The large decrease of Rupees 33,153 under the latter head is due to the falling-off of the town funds, which were therefore unable to contribute so much as formerly to this object, and the consequent non-utilization of the provincial grant to supplement such contributions towards expenditure.

Rupees	2,39,656	7	3	were charged to Provincial Revenues.
„	81,722	8	4	to Educational Cess.
„	11,337	6	1	to Town Fund.
„	1,485	7	4	to Municipalities.
„	542	0	0	were provided by subscriptions.

The total monthly cost of educating a pupil was—

In the	High schools	...	13	13 0
„	Middle Class schools		1	9 8
„	Lower do.	...	0	12 4
„	Female schools	...	0	9 9
„	Training College	...	15	12 0
„	Night Classes	...	0	5 0

22. Before closing this review, I wish to draw particular attention to the remarks made by the Director on the subject of school buildings. The town funds are now quite unable to find anything for this object, and it would appear that if the buildings are built on a more humble pattern, such as that at Agur specified in the report, it is hoped that the people will come forward with contributions. A great incentive to their doing so would be given if Government would make grants-in-aid of such contributions as is done in the case of subscriptions for improving the water-supply of villages, and in lieu of the aid formerly given to the town funds. The Director remarks on this subject, in expressing a hope that such assistance will be given, that "by "aiding town funds, we aided nobody but the department, but in aiding "popular contributions we shall be aiding those who aid themselves; who give "a practical proof of the interest taken by them in the education of their "children, and who pledge themselves to preserve their schools from going "to ruin."

23. The report shows that good work has been done in the Educational Department during the year, and that many needed reforms have been introduced with energy and judgment, for which the Director would seem to have earned the thanks of Government.

I have, &c.,

(Signed) J. G. BELL,

Officiating Commissioner,

Hyderabad Assigned Districts.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

HYDERABAD ASSIGNED DISTRICTS,

FOR

1876—77.

I HAVE the honor to submit my annual Report on Public Instruction in Berar for the year 1876-77.

Changes in the Staff of Inspecting Officers.

2. The post of the Educational Inspector, which was vacant since the departure of Mr. Elliot to Baroda in December 1875, was filled up in August 1876 by the appointment of Mr. Shriram Bhikaji Jatar, the most senior and experienced of the Deputy Educational Inspectors in the province, and in the arrangement consequent upon his appointment, the Deputy Inspectors of Wun and Basim were raised one grade higher, and Mr. Waman Balaji, the Head Clerk in the Director's office, who had formerly acted as Deputy Inspector for Akola, was transferred to the inspectorial line, without any addition to his pay. Mr. Muhammad Zahir-ud Din, the late Deputy Inspector for Hindustani schools, succumbed in November last to an untimely death by cholera. Far removed from his native land of Oudh, and unattended by any members of his family, died this man whilst just in the prime of life, and in the midst of a hopeful career. Mr. Noor Khan, the Principal of the Training College, was appointed to the vacancy, and Mr. Parashram Sakharam, formerly Clerk of the Court in the Deputy Commissioner's office at Amraoti, was appointed to succeed him on probation.

Submission of Reports of Subordinate Officers.

3. As desired in para. 2 of the Second Assistant Resident's letter No. 280, dated the 22nd June last, I herewith forward in original the Reports of the Educational Inspector, the Deputy Educational Inspectors, and the Masters of the High schools. When an annual report, embodying all the operations of the Educational Department, is to be submitted by the Director of Public Instruction, the necessity of sending the reports of district and subordinate officers appears to be doubtful. At all events, if the labour of copying them is to be avoided, they would be more useful in the office of the Director of Public Instruction than elsewhere. As they speak for themselves, I confine myself to a brief summary of their contents, interspersed with occasional explanatory and general remarks.

Government and Private Educational Institutions.

4. The subjoined statement will give a whole and comparative view of all the Educational Institutions in the province :—

	Description of Schools.	No. on 31st March 1876.		No. on 31st March 1877.		Increase.		Decrease.	
		Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Government.	High Schools	2	219	2	195	...	...	...	24
	Middle Class Schools. Anglo-Marathi ...	36	4,695	32	4,373	...	...	4	322
	Middle Class Schools. Anglo-Hindustani.	5	425	3	* 309	...	...	2	116
	Lower Class Schools. Marathi	342	14,181	354	14,557	12	376	...	...
	Lower Class Schools. Hindustani ...	45	1,673	44	† 1,674	...	1	1	...
	Female Schools ... Marathi	11	338	11	362	...	24	..	...
	Female Schools ... Hindustani ...	11	311	5	139	...	...	6	172
	Training College ... Marathi	1	27	1	27	...	...	...	...
	Training College ... Hindustani ...		14		14		...	...	...
	Night Classes, Marathi	9	234	4	109	...	...	5	125
	Total ...	462	22,117	456	21,759	12	401	18	759
Private.	Boys' Schools for natives receiving fixed monthly grants	5	219	5	169	...	...	...	50
	Girls' Schools for natives receiving fixed monthly grants	1	25	1	19	...	...	...	6
	Mixed Schools for Europeans and Eurasians receiving fixed monthly grants ...	1	8	1	10	...	2	...	...
	Schools which receive grants-in-aid by results	61	1,400	91	2,221	30	821	...	...
	Inspected and other Indigenous Schools ...	175	2,899	143	2,171	...	...	32	728
	Total...	243	4,551	241	4,590	30	823	32	784
	Grand Total...	705	26,668	697	26,349	42	1,224	50	1,543

Decrease in number of schools.

5. It will be observed that, on the whole, there is a net decrease of six schools under Government, and of two schools under private Institutions. Two of the six Government schools shown under Decrease were not altogether abolished, but incorporated with, and made branches of other schools, and hence the actual decrease amounts to four schools only. The decrease of six Middle Class schools is a nominal one, as they all come under the increase in Lower Class or Vernacular schools to which they were relegated. One Hindustani Boys' school at Dongaon, six Hindustani Girls' schools in the Akola, Amraoti, and Ellichpur dis-

* This includes 83 boys in Hindustani Classes attached to three Marathi Middle Class Schools.
† This includes 27 boys in Hindustani Classes attached to Marathi Lower Class Schools.

tricts, and five Night classes in the Amraoti and Basim districts were closed; and, as mentioned above, two Hindustani Boys' schools were converted into classes of the Marathi schools at the same places, and instead of these 12 institutions eight new Marathi Boys' schools were opened. If the proposals submitted in my letter No. 996, dated the 6th September last, for opening new schools in places of the old ones, and others from the savings effected in school establishment, had been sanctioned in their entirety, there would have been, instead of a decrease, an increase of 11 schools. The sanction to open five schools from the educational cess fund was received late in the year, and no arrangement could be made before the end of March to give effect to it. Only one of them, however, *viz.*, the school at Chikalda, was opened, as in its case it was simply necessary to convert an aided school into a Government one.

Decrease in attendance and its causes.

6. There is a fall in attendance of 319 boys on the whole, but it is confined to Government schools only. Leaving out of consideration the private schools, which show a slight increase of 39 scholars, we find the Government schools have lost 358 pupils. Making a moderate allowance of about 100 boys for the decrease of four schools, and distributing the remainder over 456 schools, we get a loss of ·56 per school. This is not very great for the causes to which it may be referred. In the beginning of the year, I brought into force the instructions of the Resident prohibiting schoolmasters to pay the schooling fees of their pupils, and also directed that no fees should be left in arrears. As fully expected, these orders caused a temporary decrease, but the measures taken at the same time to infuse more of industry and activity into the schoolmasters, and the close inspection of their work, soon stopped the downward tendency, and raised hopes of a very large increase. The attendance went up rising till about the month of September, when it was so high as 22,451—the highest point ever attained by the schools. But now uncontrollable causes intervened, which not only stopped the rise, which usually continues up to the end of November, but caused a fall which could not be avoided. About the month of October cholera broke out in some districts, and at the same time the famine in the Deccan introduced famine rates of grain in Berar, which enriched certain people, but rendered the poorer classes quite helpless and unable to pay, small as they are, the schooling expenses of their children. *Jowari*, the staple produce of the province, rose in price from Rupees 20 to 60 and 70 per *kandi*, and even now there is not much difference in the prices which rule the markets of Berar and the Deccan. The starving emigrants from the Deccan reduced the rates of field labour; the farmers who required it paid for it in money instead of in kind as they used to do before, and during my tour, I witnessed many scenes of distress among the labouring classes. I received applications even from better classes of people for a reduction in the rates of fees, but, believing that it would be difficult to restore the rates after the calamity was over, I did not think it desirable to recommend any alteration. It would have been better to allow a small percentage of free students at this time, but as my application to admit them was once negatived, I did not renew it. The Deputy Inspector of Wun has been inquisitive enough to ascertain how many boys left the schools in his district on account of different causes; and he states that 155 left on account of dearness of grain, and 294 on account of strict enforcement of the fee rules. I do not know how far these figures are to be relied upon, but they show that there were many persons who were reduced to the necessity of availing themselves of the labours of their young children, or at all events were not able to maintain themselves and their children and pay their schooling fee either at all or at the proper time.

7. Again, February and March, the last two months of the year, were the months of festivities and also of sickness. The marriage ceremonies had

become rampant, and the prevalence of small-pox general. I understand the disease was more virulent this year, and hundreds of children have fallen victims to it. In the schools I visited in the last two months, I generally found a very small percentage of boys present, and sometimes the whole school absent. As the boys can leave and re-enter the school at pleasure, and as the parents attach only a secondary importance to education, it is not to be wondered at that under such unfavourable circumstances the attendance has decreased to the extent of about half a boy per school, as compared with the last year.

Distribution of schools.

8. The following table shows the distribution of schools and scholars according to districts :—

Number of schools and scholars on 31st March 1877.

Names of Districts.		Area in square miles.	Estimate of population.	Government.										Private.										Total.				Average number of boys to a Government school.	Percentage of scholars to population.	Average number of square miles to each school.	Percentage of scholars to population.
				High schools.		Middle Class schools.		Lower Class schools.		Female schools.		Training College.		Night classes.		Boys' schools for natives receiving fixed monthly Grants.		Girls' schools for natives receiving fixed monthly grants.		Mixed schools for Europeans and Eurasians receiving fixed monthly Grants.		Schools which received Grants by results and prizes.		Other Indigenous schools.		Government schools.		Private schools.					
				Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Akola ...	...	2,654	460,615	1	99	11	1,548	91	3,982	4	90	1	41	...	...	2	75	1	19	...	...	10	340	30	566	106	5,649	43	1,000	17·5	1·4	52·3
Buldana ...	...	2,794	365,779	...	...	7	888	70	2,890	4	153	...	...	...	...	2	51	...	...	...	...	35	697	31	438	81	3,931	68	1,196	18·8	1·4	48·5
Basim ...	...	2,956	276,908	...	...	5	538	56	1,870	1	94	...	...	...	...	...	...	...	...	...	...	10	245	11	157	69	2,442	21	402	35·6	·1	39·4
Amraoti ...	...	2,767	501,331	1	96	5	812	84	3,519	1	40	...	...	3	87	1	43	...	...	...	...	13	405	36	495	94	4,554	50	943	19·2	1·1	45·4
Wun ...	...	3,885	323,889	...	...	3	302	41	1,421	2	58	...	...	...	...	...	...	...	...	1	10	...	...	11	142	46	1,761	11	142	67·3	·6	38·7
Ellichpur ...	...	2,823	278,576	...	...	4	594	56	2,689	4	117	...	...	1	22	...	...	...	...	...	...	28	534	24	373	65	3,402	48	917	23·2	1·6	52·3
Total ...	...	17,681	2,206,398	2	195	35	4,682	398	16,231	16	501	1	41	4	109	5	169	1	19	1	10	91	2,221	143	2,171	456	21,759	241	4,500	25·3	1·2	47·7

On an average there is one Government school for every 38 6 miles of the area and every 4,838 souls of the population. If we take the private schools into account, we get a school for every 25 miles. The percentage of scholars to population is only 1·2. From the calculation which the Deputy Educational Inspector for Ellichpur has made, it appears that in his district, which has the largest number of schools in proportion to its area (excluding the Melghat taluka,) and those also the best attended schools in the whole of the province, the percentage of pupils to school-going population is only 17. Captain Mackenzie points out that while there are 282 villages and towns in the same district capable of maintaining schools and employing about 675 teachers, only 112 have been supplied with schools, and with 154 teachers. This indicates that there is much room for the extension of our operations in some districts, if not in all. The districts of Wun and Basim are largest in area, but the poorest in the number of schools. Both of them are jungles ; their villages are mere hamlets, and the people not raised much above the position of day labourers. They know what they are, and "plainly say that they are not to become Tahsildars and Carkoons;" but they do not yet know that some education is necessary to make them good ryots. The following translation of a petition, lately received from the people of a village for the abolition of their school, will give an idea as to the value the poor people attach to schools and education :—

"There is a Government school in our village, and our boys attend it; but we being Kunbees and Dhangars do not appreciate learning. We are agriculturists, and it is quite sufficient if our boys know how to plough, harrow, &c. We do not want them to learn to read and write. The Government is forcing down nectar into our throat, but it is not in our lot to take its benefit. What can we do for that? The present master takes great pains in giving us advice, and in collecting and teaching the boys; but out of eight days our boys attend the school for three, and their field work for five days. When they thus absent themselves, they are not expected to learn much. The Tahsildar, and the Patèl, and Pandia of the village, have advised us many times, but without effect. We are wholly occupied with our work of agriculture, and besides we are poor, and being unable to employ labourers, we employ our children to do the work somehow or other. Now, what we beg of you is to transfer the school from our village to a place where it will flourish. In case our request be not granted, we shall leave this village and go to reside in the neighbouring *gaons*, where there are no Government schools; because here the Patèl and Pandia take our boys to school with force, though we do not want them to learn. It is more than 10 years since the school has been opened in our village. * * * What is the use to Government in keeping up such a school?"

The village from which this petition has been received contains 1,517 people; has a school in it for the last 10 years, and for some time in the beginning was conducted by a master on Rupees 50 *per mensem*. The establishment is now reduced to Rupees 15. This instance is not intended to show that our endeavours are ill-directed and hopeless, but that our progress cannot but be slow, and that the superstructure as well as the foundation of our system have yet to be consolidated and strengthened before they can be much enlarged. Some of the Deputy Commissioners think that the present number of schools is more than enough for their districts.

University Education.

9. At the end of the year 1875-76 there were 11 Berar University scholars in the two Arts Colleges of the Bombay Presidency. Two were preparing for the B. A., and nine for the F. A. examination. One of the latter was allowed to join the Poona Engineering College in June 1876. In January last three more scholars were sent to the Deccan, and one to the Engineering College. Of

these 15 scholars, one, Mr. Hari Ramchandra Rohinkhedkar, passed the B. A. examination, and was the first who fulfilled the object of the institution of scholarships. He rose through the several stages successively without any failure, and has now returned to his country to seek some employment under Government. He applied to the Commissioner for a place, and was informed that he could not be recommended for any higher appointment in preference to old and experienced servants. It is no doubt true that in the executive departments, even the subordinate officers must possess official experience with other abilities before they can be considered qualified for their posts. In the Educational Department his services, however, can be at once availed of without any further additions to his qualifications, and I will encourage him and his followers by giving him a suitable place when an opportunity occurs.

The second student who was preparing for the B A. examination left the College in December 1876, after the expiry of his scholarship.

Of the nine students who were preparing for the F. A. examination, three left the College before the examination; two passed it; one, who was transferred to the Engineering College, is preparing for his F. C. E., and the remaining three either failed or did not go in, and most probably will not rejoin the College after the summer vacation.

10. Since January 1873, 18 scholars were sent to the Bombay Colleges, and if we deduct four of them who were sent this year, one only of the remaining 14 became a Graduate, and four passed the first examination. The rest, nine in number, appear to have made no progress.

High Schools.

11. The following statement will show the attendance in the two High schools :—

School.	Number on roll on 31st March 1876.	Number left during 1876-77.	Number admitted during 1876-77.	No. on roll on 31st March 1877.			Average monthly number of pupils on roll.	Average daily attendance.	Percentage of average daily attendance to average number on the rolls.
				Stipendiary.	Non-stipendiary.	Total.			
Akola	97	62	64	21	78	99	93	78	83·8
Amraoti ...	122	82	56	21	75	96	98	74	75·5
Total ...	219	144	120	42	153	195	191	152	79·5

These schools have maintained their usual tenor. The abnormal increase in the Amraoti school noticed in the last year's Report has subsided. The excess of 25 per cent. in boys on the register over the Akola school has vanished, and the school has returned to its usual numerical strength. The decrease is attributed by the Head Master chiefly to the large number of boys whose names have been withdrawn from the register, compared with the small supply from the Middle Class schools. The supply, however, was not much smaller than what it was in the previous year, but apparently more care was taken in examining the candidates and better materials were selected. The Akola school has gained its usual, but small, annual increment, and has acquired its present position, not by fits and starts. The educational condition of the two stations in which the High schools are situated, as well as of the Middle Class schools which feed them, is not such as to effect any great

change in them during the course of a year. One of the stations is very small, containing 14,600 people, mostly poor and devoid of all desire for intellectual advancement, for whom no High school is maintained in the Bombay Presidency. The desire of English education based upon demand for educated labour is scanty; the Middle Class schools intended to be the feeders are numerous, and the masters of several of them do prepare a sufficiently large number of boys for the entrance examination, and succeed in passing a fair proportion, but after all the actual annual addition to the number in the High schools is but trifling, and scarcely exceeds the wear and tear. So many as 82 pupils left the Amraoti High school during the year, and it is too much to expect under present circumstances that a larger or even an equal number can be supplied from Tahsili and town schools, where English is scarcely known, and is seldom heard of except in the school itself.

Annual examination of the High Schools.

12. The following statement will show how the students of the two schools acquitted themselves at the annual examination held in October last:—

School.	Standard XI.		Standard X.		Standard IX.		Standard VIII.		Standard VII.		Below Standard VII.		Total.		Percentage of passed during	
	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	1876-77.	1875-76.
Akola	7	3	9	3	10	3	15	6	40	13	4	...	85	28	32·9	60·7
Amraoti	4	3	8	2	12	5	24	2	27	5	8	3	83	20	24	47·5
Total ...	11	6	17	5	22	8	39	8	67	18	12	3	168	48	28·5	·54

The first class in the Amraoti High school did not consist of four boys only. There were nine boys in the class, but five of them did not sit for the examination on some plea or other. This circumstance and the habitual irregularity of the boys of this class speak against the discipline of the school. As compared with the last year, the result is unfavourable, but it is not below the average of other High schools. In assigning reasons for the decrease in the percentage of passed students, Mr. Aitken raises objection to the nature of some of the question papers set, and states that "the examinations of the last three years have gone far beyond the requirements of the standards of study: the examination of the candidate class has always exceeded in difficulty the matriculation examination in Bombay;" and that "in the annual inspections of the High schools in the Bombay Presidency, there is nothing to be compared to our systematic and searching annual class examination." I do not agree with him on these points. It is possible that some of the questions may not be exactly adapted to the standards: they may be sometimes more or less difficult. But if they are not beyond the limits of the standards in difficulty, they cannot be pronounced as unfair, particularly when it is known the result of the examination was not unfair. The High schools in the Bombay Presidency are examined by Professors and Inspectors, assisted by Deputy Inspectors, and to my experience the examinations are certainly not less searching and systematic. A comparison of the results shows that they must be more so. In 1875-76 the percentage of passed students in all the High schools of the Bombay Presidency was only 28·6, and in Berar it was so high as 54. This year the percentage in Berar is exactly equal to the Bombay

average, and Mr. Aitken therefore has no grounds to suppose that the examiners of his school are more severe than they ought to be. It is too much to suppose that the Berar schools have gone ahead of the Bombay schools in any respect.

13. In connection with the last annual examination, one thing has appeared to Mr. Aitken an "innovation," and that is the questioning on subjects learned by the boys in previous years. I know this so called innovation affected the result of the examination seriously, but the practice is so good, so common, and so generally followed in all my examinations that it did not strike me, when I drew up the papers in history and geography and inserted in them some broadest questions on subjects previously gone over, that I was introducing any new thing in the mode of examinations. Whether the High schools prepare the students for the matriculation examination or not, and whether that examination exacts the whole amount of instruction prescribed for it or not, it is, I think, essentially necessary that the boys should know well, while in the school, the main and important portions of what is taught to them, and be able to make use of them as far as possible in after life, and should have less of that examination cram which is so generally and emphatically denounced. If new branches of study be taught as continuations of former subjects; if the knowledge of the latter be frequently referred to and supplemented when teaching the former, and if questions on both be put in due proportion at the weekly and terminal examinations, the teachers will not find it difficult to keep up in their pupils a fair amount of information which they once gave them. I have noticed this point more prominently, as I have found that in all the schools in Berar the standards are taught unconnectedly, and boys generally fail to answer questions on what they had learned but a short time before.

Vernacular Scholarship Examination.

14. For the 10 Vernacular scholarships—six on the Marathi and four on the Hindustani side—29 candidates presented themselves. The Educational Inspector examined the 22 Marathi, and the Hindustani Deputy Educational Inspector the seven Muhammadan candidates; and three of the former and two of the latter were declared to have passed: three at Akola and two at Amraoti. It is to be observed that while none of the candidates of the Amraoti High school obtained a scholarship in the previous year, two of them came out first in this year, and that no Muhammadan boy of the same school has obtained a scholarship during the last two years.

Matriculation Examination.

15. Five students from the Akola, and eight from the Amraoti High schools went in for the matriculation examination, and three of the former and two of the latter were successful. The success of the Akola students, though not so striking as it was last year, is as satisfactory as was expected. Mr. Chatfield, in his Report for 1875-76, declares that the matriculation examination for that year was "easier than in the previous year," and there can be no doubt that the one for the last year was unusually difficult. The Akola High school therefore has acquitted itself creditably, especially when it is considered that out of the three boys who passed, two were not more than a year in the candidate or matriculation class.

The Amraoti High school passed the same number as in the previous year, but both of them had failed once. The reason of irregularity of attendance given by Mr. Mackintosh for the low percentage of passed students appears to be a lame one. This complaint is the most general one in Berar, but there are masters who have seldom preferred it, and masters of High schools should have no occasion to do so. The percentage of 83·8 of average daily attendance to the average number on the rolls in the Akola High school is as good as could be expected anywhere else, and there is no reason why it should be less at Amraoti.

Award of University Scholarships.

16. Out of the five students passed, four have been awarded Berar University Scholarships. Three of them have joined the Deccan College, and one the Poona Civil Engineering College.

Entrance Examination.

17. The entrance examination commenced at Amraoti on the 13th of November, and at Akola on the 4th of December last: the date for Akola was changed, as there was cholera prevailing at the station in the former month. Seventy-five candidates appeared at Amraoti including 14 from the West Division, and 36, or about 50 per cent., of them passed. At Akola, 78 presented themselves, and only eight passed in all the subjects. Seventeen more, however, who had obtained high marks in English and arithmetic, were considered as having passed. Out of these 20 joined, against 17 out of 36 at Amraoti.

Sixteen boys from Hindustani Lower Class schools appeared for admission into the Hindustani classes attached to the High schools under the 5th and 6th Standards, and also to compete for the exhibitions formerly attached to the Hindustani Middle Class schools, but now transferred to the High schools. Six of them passed, and five joined, all getting exhibitions.

Out of the 42 boys who joined the two High schools from the Marathi Middle Class and Hindustani Lower Class schools, five left before the end of March, and it is probable that several others will not return after the May vacation.

Middle Class Schools.

18. The following statement gives the number and attendance of all the Middle Class schools in the several districts:—

Districts.	Description of schools.	No. on 31st March 1876. Schools.	No. on 31st March 1876. Scholars.	No. on 31st March 1877. Schools.	No. on 31st March 1877. Scholars.	Average No. on the rolls monthly.	Average daily attendance.	No. of students learning English.	No. of students sent for the High school entrance examination.	No. of students passed.
Akola.	Anglo-Marathi	11	1,497	9	1,321	1,317	1,033	211	65	24
	Marathi	...	...	1	72	112	88	...	...	...
	Anglo-Hindustani	1	140	...	...	...	...	...	...	...
	Hindustani	...	...	1	*155	90	68	...	4	2
Buldana.	Anglo-Marathi	9	960	6	820	785	589	121	22	8
	Anglo-Hindustani	2	130	...	...	...	...	...	...	...
	Hindustani	...	...	1	68	63	51	...	3	1
Basim.	Anglo-Marathi...	4	467	3	377	348	255	57	4	2
	Marathi	...	...	1	101	95	72	...	...	...
	Anglo-Hindustani	1	80	...	..	...	...	...	...	...
	Hindustani	...	...	1	60	56	40	...	...	...
Amraoti.	Anglo-Marathi	5	856	4	728	715	535	127	35	17
	Marathi	...	...	1	84	88	65	...	...	...
	Anglo-Hindustani	1	75	..	...	...	...	...	...	...
Wun.	Anglo-Marathi	3	300	2	225	220	167	34	13	6
	Marathi	...	...	1	77	85	67	...	...	...
Elichpur.	Anglo-Marathi	4	615	3	*481	461	348	92	14	4
	Marathi	...	...	1	113	127	84	...	...	...
Total.	Anglo-Marathi	36	4,695	27	3,952	3,846	2,927	642	153	61
	Marathi	...	...	5	447	507	376	...	...	...
	Anglo-Hindustani	5	425	...	...	...	...	...	...	...
	Hindustani	...	...	3	283	209	159	...	7	3
	Grand Total..	41	5,120	35	4,682	4,562	3,462	642	160	64

* Includes boys attending the Hindustani Classes attached to Marathi schools.

It will be seen from the totals at the bottom of the statement that out of 41 schools reported at the end of the last year, six, *viz.*, four Anglo-Marathi and two Anglo-Hindustani, have been closed, or rather relegated to the class of Vernacular schools. Of the remaining 35, there are 27 Anglo-Marathi, five Marathi, and three Hindustani. The last eight are the remnants of the 14 schools mentioned in para. 35 of the last year's Report, in which the study of English has been discontinued for want of a sufficiently large number of pupils to learn it, and for increasing the efficiency of the Vernacular classes. The reduction of their establishments has been already commenced, and will be completed as opportunities occur.

The total attendance in these schools was 4,682, against 5,120 of the last year; but in the latter number there were 451 boys of the six schools which have been relegated to the Lower Class, and omitted in the statement, and hence there is a small balance of 13 in favour of this year.

The average number on the register was 4,562, which is exactly equal to that for the previous year. The average daily attendance gives a percentage of 75·9 to the average number on the rolls, which is as good as could be expected under so many disturbing causes.

The number of boys learning English in all the Anglo-Vernacular schools is 642, against 754 of the last year. The decrease when divided over the 14 schools which have ceased to teach English gives eight boys for each, and this loss, when we weigh against it the artifices adopted, and the inconveniences and difficulties felt by masters of inferior Middle Class schools to keep up the name, is trifling; and when we take into consideration the number of boys who learn the Middle Class school course in vernacular in the same schools, it is reduced almost to nothing.

Anglo-Vernacular Schools.

Akola.
Amraoti.
Ellichpur Cantonment.
Malkapur.
Basim.
Yeotmal.

19. Of the six district station schools named in the margin (taking Malkapur for Buldana) five are doing well. Each of the first two has more than 200 boys on its register, and it is the best feeder of the station High school. Akola passed eight and Amraoti nine in the entrance examination of this year. The next three schools are attended by between 150 and 200 boys, and acquitted themselves well in the Deputy Educational Inspectors' examinations. As mentioned in my last Report, I have allowed one higher Standard—the 7th—to be taught in these three schools; and the experiment promises to be successful. There are so many as 12 boys learning under this standard at Malkapur, eight at Ellichpur, and six at Basim. They could not of course send any boys to the High school entrance examination this year. The school at Yeotmal is attended by 100 boys, and considering the nature of the new town, this number is not likely to rise much. The attendance of English learning boys is also small, and the school will take some time to come up to the requirements which its grade would imply.

Taluka Schools.

Akola.
Jalgaon.
Khamgaon.
Ellichpur City.
Wun.
Chikhli.
Mehkar.
Daryapur.
Balapur Peth.
Morsi.
Pusad.

20. Among the taluka schools the first four are doing pretty well. The attendance in each of them is about 200, and the number of English learning students varies from 30 to 45. Although they rival the Zilla schools in point of numbers, they have not done well at the entrance examination: the highest number passed by any one of them is four, and the lowest two. Two of them—Jalgaon and Ellichpur—passed but a small percentage of boys in the Deputy Inspectors' examination. The next four schools possessed nearly the same importance, although the first three of them belong to the 3rd Grade,

and the 4th to the 5th Grade. The number of scholars in them varies from about 110 to 140, and the number of English learning students from 17 to 21. Wun passed four students at the High school examination, Daryapur two, Mehkar one, and Chikhli none. Of the remaining three schools, Balapur appears to be doing something: the other two, though attended by more than 100 boys, are not likely to retain their name.

Town Schools.

Karanja.
Talegaon.
Deulgaon Raja.
Pimpalgaon Raja.
Risod.
Adgaon.
Shegaon.
Patur.
Paturda.
Buldana.

21. Of these the first is the largest school in the whole of the province, (containing 264 boys) and is conducted by a very popular teacher, who received a certificate of honor at the time of the Resident's late visit to Berar. The school passed a fair number of boys at the Deputy Inspectors' examination, and four at the entrance examination. The second, though of the 3rd Grade, is reported to be one of the best conducted schools in the province. It has an attendance of 153 boys, 41 of whom learn English and 64 passed in the annual examination. It sent four boys to the High school. The Middle Class school at Deulgaon Raja is attended by 208 pupils, and considering that it is taught by only four teachers, its work of passing 47 boys in the annual examination and four in the entrance must be considered creditable. Of the remaining schools those at Daryapur and Shegaon are the only ones worth mentioning among the Anglo-Marathi schools: the masters of both of them are young, intelligent, and hard working.

Vernacular Middle Class Schools.

Sirpur.
Balapur Fort.
Darwha.
Murtazapur.
Anjangaon.
Akola Hindustani.
Malkapur do.
Basim do.

22. Of the remaining eight Middle Class schools in which English has been discontinued, three, *viz.*, the Marathi schools at Sirpur, Darwha, and the Hindustani school at Malkapur, have showed signs of healthiness in their altered form. The attendance has been kept up, and the tone of studies in vernacular has improved. The schools at Balapur Fort and Akola remain as they were; but the remaining three at Murtazapur, Anjangaon, and Basim, show great degradation, for which the masters themselves are responsible. The 24 Anglo-Marathi schools, excepting Malkapur, Basim and Ellichpur Cantonment, sent 153 and passed 61 students at the entrance examination; which gives 6·3 and 2·5 per school, but the largest number sent by a school was 16, and the largest number passed nine. There was, however, one school which sent no candidates, and three which passed none. The Educational Inspector states that eight of the Anglo-Vernacular schools are of very doubtful use, and may be very conveniently reduced.

The Akola district contains the largest number of the Middle Class schools, and no doubt they have returned the largest number to the High schools. But Amraoti in proportion to its schools has given the best results. The other districts have fed the High schools with comparatively a small number.

Middle Class School exhibitions.

23. The 95 Middle Class school exhibitions, sanctioned in September 1874, are by the rules tenable for *one year*. It appears that there was some error in fixing the term, for if exhibitioners were expected to go up to the High schools, as stated by Dr. Sinclair, it was not possible for them to finish in one year the two years' course in English in the Middle Class schools. When the last year's exhibitioners completed their term, they were either to leave the schools or be allowed to remain a year longer to be able to fulfil the object of their appointment. I granted the extension, and hoped that by keeping the old students I should at least be able to fill up all the vacancies; but I was disappointed,

Out of the 61 exhibitioners who were on the rolls on the 31st March 1876 only 40 remained in the schools to complete their term of one year, and at the examination held in November last only 26 more were found qualified. On the 31st March last there were only 55 left, against 61 of the last year.

24. In July last I asked the three Muhammadan exhibitioners in the Akola, and two in the Basim Hindustani Middle Class school, to join the Hindustani Class in the Akola High school to study English. They did so for a time, and then all left. A Deputy Inspector informs me that two Hindu lads accepted exhibitions in the taluka schools on the expressed understanding that they would be granted assistant masterships of Rupees 5 or 6 *per mensem*, which were applied for the schools in their own villages; and they did leave the former and accept the latter. This shows that the boys have an aversion to be away from their family, or that their parents do not wish to send them even to a small distance to learn at the cost of Government. Messrs. Lee Warner and Candy in their reports for the years 1871-72 and 1872-73 state that the masters of Middle Class schools could, if they wished, persuade their pupils to join the High schools to study more of English. It is, however, not untrue that not only persuasions but pecuniary assistance are of little avail in changing the inertness of the people.

Lower Class Schools.

25 The following table shows the state of the Lower Class schools—Marathi and Hindustani—in the six districts:—

Districts.	Number of schools on 31st March.						Number of scholars on 31st March.						Average No. of pupils on the rolls monthly.	Average daily attendance.	Percentage of average daily attendance to average No. on the rolls.
	1876.			1877.			1876.			1877.					
	Marathi.	Hindustani.	Total.	Marathi.	Hindustani.	Total.	Marathi.	Hindustani.	Total.	Marathi.	Hindustani.	Total.			
Akola	78	9	87	83	8	91	3,317	385	3,702	3,510	352	3,862	4,009	3,088	77
Buldana ...	54	12	66	58	12	70	2,166	419	2,585	2,479	411	2,890	2,869	2,329	81·2
Basim ...	52	4	56	52	4	56	1,805	123	1,928	1,703	167	1,870	1,887	1,513	80·2
Amraoti ...	72	12	84	72	12	84	3,125	452	3,577	3,072	447	3,519	3,442	2,738	79·5
Wun ...	36	4	40	37	4	41	1,334	133	1,467	1,302	119	1,421	1,440	1,108	76·9
Ellichpur ..	50	4	54	52	4	56	2,434	161	2,595	2,491	178	2,669	2,625	1,934	73·6
Total...	342	45	387	354	44	398	14,181	1,673	15,854	14,557	1,674	16,231	16,272	12,710	78·1

There is an increase of 11 schools and 377 scholars, which, as explained before, is caused by the conversion of six Middle Class schools, and opening of five new schools in place of others closed. The average number on the rolls slightly exceeds the number at the end of the year, and the average daily attendance is 78·1 per cent. of the average roll attendance.

Standards and studies.

26. The old standards for Middle Class and Lower Class schools prepared by Mr. Candy in 1872 appeared to be defective in some respects, and required modifications, which were made by me, and sanctioned in June last by the Resident experimentally for two years. In communicating the *Revised Standards* to the masters, I drew up a short explanatory memorandum, and issued instructions, from

which the following is an extract, impressing on them the necessity of teaching the elements of reading, writing and arithmetic well:—

"The following revised standards of study, sanctioned by the Resident, are published for the guidance of masters of Middle Class and Lower Class schools. Each standard is intended for one year, and should be finished within that time; otherwise the master will have to explain the reason of failure.

"In small Marathi and Hindustani schools, where there is only one teacher, the first three standards should be taught. In schools where there are two teachers the 4th; where there are three teachers the 5th, and where there are four teachers the 6th Standard may be taught if it be possible to do so. But it must be borne in mind that no standard should be commenced unless there be five boys to form a class for its study. As teachers require much time to teach the higher standards, they will spend it more advantageously in teaching the lower classes, instead of two or three boys at the top of the school.

"English should be taught in such Middle Class schools as are permitted to do so. Here also the restriction as to the number of boys in a class is applicable. Masters authorized to teach the 7th Standard will receive separate instructions.

"Of 33 working hours in the week, three are assigned to revision and examination, and the rest are apportioned among the different subjects, and are shown in parenthesis opposite to each. The teachers should prepare time tables accordingly. They will perceive that, while teaching the first three standards, more attention is to be paid to Modi writing and reading books and manuscripts and to arithmetic, as far as it is necessary for ordinary bazar transactions. The people of villages do not require better education, and their children do not remain longer in schools to acquire it: they should get what they want in three or four years; that is, by the time they attain the age of 10 or 11 years. Those who wish for more may attend the school, and those who do not may attend to their business.

"Teachers should not ask their pupils merely to commit lessons to memory. Definitions should be fully explained to the boys, even if they be committed to memory. The pupils should be able to answer a question in the multiplication tables, which they learn by heart. Similarly, they should be able to explain in their own languages rules of Grammar and Arithmetic which they may have been taught. In Berar, it appears to be the prevailing practice to ask children to commit lessons to memory. When any example in Arithmetic is given in the language of the book it is worked out, but if put in the ordinary language the boys fail to do it. When any question in Geography or History is put in the words of the Text Book it is answered, but if put in the ordinary language it is not.

"It is unnecessary to say that this kind of teaching is not useful in practice. It will be much better if the teachers endeavour to improve the thinking-power of the boys instead of loading their memory."

27. I discountenanced the practice of one master teaching everything from the lowest standard of a village school to the highest or next to the highest standard of a Middle Class school, as in this attempt, he did nothing well, and neglected the Lower Class. In my last report I showed that more than 40 per cent. of the boys in the Marathi and Anglo-Marathi schools were not fit to be examined in any of the standards. This state, I thought, was attributable to the desire on the part of the masters to push on their boys to make a good array under the higher standards at the expense of the beginners, *and partly to the want of assistant teachers* in many of the schools; and I

therefore ordered that in a village school where there was only one teacher, he was not to teach beyond the 3rd Standard, and that the 4th and 5th Standards should be taught where there were two and three teachers. This order has its effect. The Deputy Inspector of Wun reports that in his district 61 boys had to leave the schools on account of this prohibition, and, though it is difficult to ascertain whether the boys left the schools on account of this prohibition, or on the understanding that they had finished their education, we may give credit to his statement, and suppose that it is applicable to other districts also. But the great addition to boys learning the first three standards, and the decrease in the percentage of boys below the standards, is satisfactory, and shows that, while some boys have been allowed to leave the schools after finishing the first three standards, many have been brought within the sphere of these standards, and are perhaps better taught.

Result of examination of the Middle and Lower Class schools.

28. The following table will show the result of examinations of the Middle and Lower Class schools:—

Description of schools.		No. of pupils present at the day of examination.	Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Total number of pupils examined.	Total number of pupils passed.	Percentage of boys passed under all the standards in 1876-77.	Percentage of boys passed under all the standards in 1875-76.	Percentage of boys presented for examination under the standards to the number present on the day of examination.
			No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.					
Anglo-Marathi	...	3,714	883	531	549	296	382	156	894	194	971	119	174	75	2,573	1,294	50·3	53	69·5
Marathi	...	12,789	3,431	1,782	2,319	1,120	1,653	645	519	158	76	24	...	...	7,998	3,707	46·4	54·4	63·4
Total	1876-77	16,503	4,324	2,283	2,861	1,416	2,014	799	843	292	948	136	174	75	10,559	5,001	47·3	...	64
	1875-76	15,786	3,419	2,202	2,435	1,286	1,861	780	958	435	808	212	147	52	9,323	5,087	...	54	59
Anglo-Hindustani	...	208	43	7	96	9	17	4	16	5	15	1	...	...	128	26	21·1	...	59·1
Hindustani	...	1,033	330	72	122	33	138	33	27	5	...	...	...	...	671	148	22	67	64·9
Total	1876-77	1,241	962	79	296	47	149	37	43	10	13	1	...	...	794	174	21·9	...	63·9
	1875-76	1,544	1,049	56	217	17	160	9	95	1	28	...	...	...	1,544	83	...	57·3	100
Grand Total	1876-77	17,744	4,686	2,362	3,059	1,463	2,163	836	886	302	961	137	174	75	11,353	5,175	45·6	...	64
	1875-76	17,330	4,468	2,318	2,653	1,315	2,021	789	1,053	436	836	212	147	52	10,867	5,170	...	47·1	59·7

It will be observed that the percentage of passed students is not so high as it was in the previous year. This is not to be attributed to any falling-off in the efficiency of our schools. During my tour in each district, I had with me the Deputy Educational Inspector, who saw that there was a difference between my mode of examination and the one to which he was used. In the last year's report, I pointed out that no attempt was made to explain to the boys in a familiar way what they read in the books, and that they could answer questions when put in the words of the books only. I found from the Visitors' Books that even Dr. Sinclair was satisfied when a boy under the 1st Standard repeated by heart one of the multiplication tables, and did not go further to see whether he could write the easiest figure on his slate or black-board. The people are not satisfied with such a knowledge of the tables, which they consider to be of paramount importance, and which the Indigenous Masters communicate in a better style. I could get a boy to point out mechanically some towns on the map of India, but he could not distinguish between land and water on the same map, or tell in what direction one town was situated with respect to another. He could repeat a passage from a book or history, but could not answer a question in it. The masters have been used to this kind of teaching, and a better mode had never occurred to themselves or suggested by others. The Deputy Inspectors have now commenced to apply a more rational and searching test. One Deputy Inspector writes that this year's result of the examination "is unsatisfactory, and the percentage of passed pupils is so low as 31·2, against 69·9. It also shows that the examinations of schools in 1875-76 were most lenient." They were certainly lenient when the percentage was so high as 73. But I do not believe that they were more lenient than in previous years, nor is it unusually severe now, but it is such as is likely to improve the tone of the schools, and to cultivate the understanding of the boys. I am quite sure that if the Deputy Inspectors had not in their examinations called for the least exercise of reasoning power of the pupils, the result would have been as good, if not better than that of the last year.

But although the Deputy Inspectors could take up a hint in no time, the masters themselves will take years to act up to it. They have not been trained or well picked up, and I must say they do not know what to teach and how to teach. Most of them did not understand the instructions quoted above up to the end of the year, and certainly not before I or the Deputy Inspectors explained them. To see whether the master knew well what he had to teach, and to ascertain his teaching powers, I generally asked him to question the boys on some subject which he had taught, and found that he generally failed. I could seldom get him to put questions on the subject-matter of the lesson, and never to educe anything: what he could do was to ask the meaning of words or questions as they are given in the books, and this very seldom without the assistance of books. Some were honest enough to say that they could not do anything without books in their hand, even if the lesson was from the 1st or 2nd Book, which they must have taught fifty times. Such men, if they at all improve, will take ages to be able to educate in the real sense of the word.

Hindustani Middle Class and Lower Class schools.

29. In these schools the percentage of passed boys has risen from 5·3 to 21·9, but not on account of any real great change in the state of the schools, but rather on account of the change in the examiners. Mr. Muhammad Zahir-ud Din, the late Deputy Inspector was perhaps "over-strict," as stated in my last report, and Mr. Noor Khan may be more compromising; but after all the favourable result is not half so good as the unfavourable result of the Marathi schools. My remarks on Muhammadan education in the last report show that the desire for education among that people is very

small; that in Berar they form but a poor section of the community, and that to them learning is no passport to public preferment.

Under these circumstances, the progress of Muhammadan education must be very slow, if not stationary or hopeless; and the efforts of Government must bear a small fruit in proportion to the expenditure.

To the poverty and apathy of the people we have to add the incompetency of the masters. In very few schools that I have seen or heard of have the masters been qualified to teach school subjects. They may be clever in *Arabic* or *Persian*, but they do not know pedagogy; and the work of many of them is anything but satisfactory. The Hindustani Deputy Educational Inspector speaks of them in the following terms:—

"I also examined the masters in teaching the school subjects, correcting and directing them under that head. This was done with the view of inspiring the masters not only with a sense of their incompetency, but also with a care to improve themselves that they might appear more competent at the next examination." To the above the Educational Inspector adds:—"I visited 22 Hindustani schools. Many of the masters are still bad, and I was surprised to find that some men who were understood to be intelligent pupils of the old Normal school have proved themselves to be utterly incompetent." Last year Captain Szczepanski suggested the desirability of opening Urdu classes in Marathi schools instead of maintaining independent Hindustani schools, and during the year I tried the experiment in three places, *viz.*, at Jalgaon, Daryapur and Mana, and I am glad to state that it has succeeded well. I have appointed the Assistants on Rupees 12 *per mensem*— the highest salary I intend to give to an assistant in a Lower Class school, and they do as well or better under the Marathi masters as masters of Hindustani schools have been doing independently.

Want of Assistant Masters.

30. In para. 27 I have observed that the smallness of percentage of boys examined to boys present in 1875-76 was partly attributable to a want of assistants to look after the lower classes. This year the percentage has risen, but with no advantage. The percentage of passed students is low, and although it may be to some extent attributed to the strictness of the examinations, still if the schools themselves had been supplied with an adequate number of Assistant Masters, the result of the examinations would certainly have been more favourable. In June last, I submitted proposals for a supply of about 100 teachers on small salaries, but I am sorry to say the Government of India did not sanction them on some technical consideration. When the grades of schools were fixed, and when all the Middle Class schools were required to teach six standards with three teachers, the means afforded to the school-masters for doing the amount of work were not properly considered. The same may be said of Vernacular schools also. Each grade had a fixed number of teachers; and when that was found insufficient, a class of extra assistant teachers was formed. When that class also does not satisfy the requirements, and when a proposal is made to meet them, it is negatived on the ground that it should conform to the grades of schools sanctioned by the Government of India. I will shortly address the Resident on this subject, but will give here a few instances of the urgent necessity felt for assistants, and of the inability of many of our masters to show satisfactory results. In August last there were 178 pupils in the English-Marathi school at Deulgaon Raja, and there were only four teachers for them, the last having half the school under him. I applied for two more, each on Rupees six *per mensem*, and have not got any, though the number of boys has now risen to 208. In the Karanja English-Marathi school there were 245 pupils under six teachers. I applied for two more on the same pay, and under similar circumstances, and have got none, though the number has increased to 261. In the Sindkhed Marathi school there

were 92 pupils under two teachers: one more was applied for, but not sanctioned. In the Borgaon Marathi school there were 52 boys under one teacher, and one more applied for could not be got. Under these circumstances, we cannot expect the higher standards to be taught in our schools, or sound instruction given under any of them.

Girls' Schools.

31. This plant of exotic growth, after all the nourishment given to it, and care taken of it, has not shown signs of healthiness since its transplantation. The soil is not well prepared for it, and the climate is unfavourable. When the education of male children is so little cared for, it is not to be supposed that girls, who can be ill-spared from their domestic work; who cannot remain in the school after their 10th year, and who cannot profit in their after life by the little or no difference between gain and loss during their irregular attendance, will share an equal amount of attention from their parents. The teachers and their assistants lose nearly the whole of their time in collecting and taking home the girls every day, some of whom are unable to utter two words, or learn five letters in five months. I described fully the state of these schools in my last report, and intimated that for some reason or other they were not to live long. I found that one or two of these schools were, contrary to the orders of the Government of India, entirely supported from the educational cess fund, neither the town fund nor the people contributing anything. In some instances the town fund was unable to bear half the charges of their establishments, and in others the people had so far neglected them that the money spent on them appeared to be entirely wasted. The schools at Akola, Amraoti, Ellichpur, Talegaon, Karanja and Nandgaon Peth (all Hindustani) were therefore closed during the year, and there are proposals before me for closing others.

32. The reports of Deputy Educational Inspectors do not show any progress in the general state of these schools. I visited this year the Muhammadan Girls' school at Ellichpur, described in my last report, and found the same girls doing as little or nothing. They belonged to the labouring classes, and the Tahsildar, who is a sensible man, said that all our efforts to educate them will fail. He recommended the abolition of the school and transfer of the master to some other school, as he is supposed to be learned in the Muhammadan literature.

33. Of the ten schools inspected by me the Marathi school at Deulgaon Raja appeared to be doing something. At the time of my visit it was attended by so many as 71 girls, and the 1st Class, consisting of five girls, was learning the 4th Standard for Girls' schools. Four of these girls worked a sum in simple division. In the Hindustani school at Malkapur the girls appeared to have been well taught: three girls were reading the 2nd Book, but I found them able to read any book which I could give them at the time. They explained words and answered in the tables up to 20×10. I found no other school coming up to these standards, and there were some schools in which the girls were not able to read or write words after years of attendance.

Night Classes.

34. Of the nine night classes reported last year only four remain—three in the Amraoti and one in the Ellichpur district. The three classes in the Basim district, which were opened without any provision having been made for them, were closed for want of funds; and two in the Amraoti district were closed "for want of sufficient attendance and adequate progress." The remaining classes are reported to be doing well, though the Amraoti Deputy Educational Inspector states that "the

past experience shows that as a class they are not likely to thrive." The following table shows how they are attended :—

Districts.		Number of night classes.	Class of pupils on 31st March 1877.				
			Brahmins.	Kunbis.	Other Hindus.	Muhammadans.	Total.
Amraoti	1877 ...	3	1	11	73	2	87
Ellichpur	1877 ...	1	1	8	13	...	22
Total...	1877 ...	4	2	19	86	2	109
	1876 ...	9	4	89	136	5	234

Training College.

35. The following statement will show the the working of the College during the year :—

Years.	Number of students at the end of the year.					Average number of students on the roll during the year.		Number of Students examined and passed in the first year's and certificate examinations.								Number of students who obtained employment.	
	Hindus.		Muhammadans					Hindus.				Muhammadans.					
								Examined.		Passed.		Examined.		Passed.			
	Stipendiary.	Free.	Stipendiary.	Free.	Total.	Hindus.	Muhammadans.	First year's course.	Second year's course.	First year's course.	Second year's course.	First year's course.	Second year's course.	First year's course.	Second year's course.	Hindus.	Muhammadans.
1875-76 ...	21	6	14	...	41	26	17	24	3	12	3	12	5	12	5	24	7
1876-77 ...	27	...	14	...	41	24	12	18	5	11	4	7	5	6	2	6	7

The number of students at the beginning and end of the year was the same; but there is this difference: that at the end there were no free students, who to some extent had swelled the average number on the rolls during the previous year. A comparison of the results of the two years' examination shows that the percentage of the passed students in both the branches is smaller than it was in the previous year. This is accounted for by the much easier nature of the examinations in the previous year, when in the Hindustani branch 17 students passed out of 17—a result which could not be expected in an institution like this under the most favorable circumstance. It is desirable to examine both the branches by the same set of questions except in language, and this will be done at the next examination. Six students—four Hindus and two Muhammadans—passed the certificate examination, and 17 the first year's examination: all the former, except one Muhammadan, have obtained employment in the Department, and the latter are learning the second year's, or certificate examination course. Besides the five certificated students of this

year, six passed Muhammadan students of the last year, and two unpassed Marathi students of this year also obtained employment.

Entrance examination.

36. The examination of candidates for admission into the College was this year entrusted to the Principal and his Assistants. The question papers were drawn up by them and sent to the zilla stations, where a Committee especially appointed set them to the candidates; collected the answers, and returned them through me to the Principal. The zilla members had only to hear the candidates in reading of a passage selected by the Principal. This arrangement not only applies the same test to all the candidates, but imposes on the teachers of the College a responsibility of showing good results, and removes all cause of complaint as to the nature of the examinations held by the Deputy Inspectors.

The result of the examination is given below :—

Districts.	Marathi side.		Hindustani side.	
	Number examined.	Number passed.	Number examined.	Number passed.
Akola	28	8	16	6
Buldana	8	4	7	1
Basim	14	1	3	2
Amraoti	15	.....	1	.....
Wun	4	2	.....	.....
Ellichpur	2	.....	2	... ..
Total ...	71	15	29	9

There were 18 vacancies on the Marathi and nine on the Hindustani sides, and the number of competitors for these was not small. The Akola district sent, and passed, the largest number on both the sides. The number of candidates from Amraoti and Basim districts was large, but very few of them were successful. I may add that only three candidates were declared to have passed under all the heads on the Marathi side, while nine passed on the Hindustani side. The remaining Hindus were allowed grace marks: of the passed men three did not join the College.

It has been argued that under the restriction placed on teaching the higher standards in schools conducted by one or two teachers, the number of candidates for the Training College entrance examination as well as for taluka scholarships, who have to pass in the 5th Standard, will not be sufficiently large. It was large enough for the year under report. But if after the staff of Assistants which the Lower Class schools require has been granted to them, they fail to supply the requisite number, the question of lowering the entrance standard will have to be considered.

37. The College has gone through some change during the year. New standards of study have been introduced. The number of scholarships on the Marathi side has been increased; the certificate examination course has been extended over two years, and one additional teacher has been appointed. There are now four classes and four teachers, but instead of two Muhammadans and one Marathi teacher, as was the case last year, there are now three Marathi and one Muhammadan teacher. One of the former must be transferred and re-placed by a Muhammadan, and this will be done as soon as there is an opportunity to do so. A Practising school has been added, and temporarily

placed under the management of an Assistant in the Anglo-Vernacular school in the town, and the College students are all comfortably boarded at the Boarding House and relieved of necessity of looking after their private concerns. Every arrangement has now been made to enable the teachers and the students to make a good start, and it is to be seen what advantage they take of the measures. When writing to the Principal on the formation of the Practising school, I gave him the following instructions:—

"One student from each of the classes in the Training College should be placed in charge of a class in the Practising school for a week by turns, and his teaching should be carefully superintended. He should be furnished with a study table for the week, and taught to prepare it, and at the end of the week, his class should be examined and his work tested. Any neglect on his part to do the prescribed work should be punished. He should be required to prepare beforehand the lessons to be taught to his class, and should not be allowed to refer to books while teaching. He must store the contents of the usual class book in his mind.

"The Principal should teach method to all the classes in the College: at the annual examination one set of questions will be given to all. The boys should be required to enter carefully in their note-books the lectures on method as well as on other subjects. These note-books will be inspected at the time of the annual examinations. The Principal should also superintend the application of the principles of method. For the boys of the four classes he should have four criticism lessons every week. The teacher may choose his subject beforehand, and should invariably draw up notes on it. These notes when well prepared will be published in the School Paper. The criticism lesson should be taught to a class in the Practising school in the presence of the Principal and all the other students in the College, or in one branch of it, who should take notes of the merits and defects in the teaching, and after the lesson is over and the class from the Practising school withdrawn, the College students should be asked to criticise the teaching, and at the end the Principal should review the criticisms, and give his own opinion regarding the lesson. His own notes should be written in a book kept for the purpose.

"The Principal should see that the lesson was suited to the time and to the capacities of the boys; that the notes were according to the subject analytically or synthetically well arranged; that the explanation was not verbal, but well illustrated for the proper understanding of the subject; that the form of teaching was interrogative and not lecture-like; that the questions were equally distributed; that the attention of the pupils was kept up, and that recapitulation showed the subject to be clearly understood: in fact, that the teacher had observed all the principles taught to him under method."

38. The period between the date of the introduction of the new arrangement and that of the annual examination of the College was too small to effect any great improvement in the working of the Institution, but some improvement is clearly perceptible, and that is, the students are being taught to teach. The Principal reports that the following was the result of the Deputy Educational Inspector's examination held in December last of the classes in the Practising school taught by the students of the College, and it is no doubt very satisfactory:—

Standard.	Number of pupils presented.	Number of students passed.	Percentage passed.
III	9	6	66·6
II	7	6	85·7
I	10	7	70
Total	26	19	73

Private Schools receiving fixed monthly grants.

39. The following schools continue to receive the same fixed monthly grant as they did last year :—

Districts.	Schools.	Number of pupils on 31st March 1877.	Average monthly number on the roll.	Average daily attendance.	Classes of pupils.			Languages taught.		Monthly grant.		
					Hindus.	Muhammadans.	Christians.	Marathi.	English.	Rs.	A.	P.
Akola ...	Akola Mission Boys' school ...	39	44	37	36	2	1	39	7	30	0	0
	Akola Mission Girls' school ...	19	19	11	11	...	8	19	...	25	0	0
	Khamgaon Mission Boys' school...	36	42	25	32	..	4	36	...	20	0	0
Buldana...	Buldana Mission Boys' school ...	26	28	19	12	...	14	26	1	10	0	0
	Godri Marathi Boys' school ...	25	...	...	25	...	...	25	...	5	0	0
Amraoti ...	Amraoti Mission Boys' school ...	43	40	30	40	...	3	43	...	30	0	0
Ellichpur...	Ellichpur European and Eurasian Mixed school ...	10	8	8	...	...	10	...	15	15	0	0
	Total ..	198	181	130	156	2	40	188	18	135	0	0

Every one of these schools, except the Mission school at Khamgaon and the Mixed school at Ellichpur, has gone down in attendance. As compared with the last year, the decrease under Columns 3, 4, and 5, is 54, 69 and 69, respectively. The Mission schools are principally attended by children of converts and Mahars; and it could not be expected that while Government schools attended by better classes suffered, these would continue to hold on. Mr. Sidoba, who superintended the schools at Akola, has gone to stay at Amraoti, and it is probable that the schools at Akola will not stand long. The interest taken by the European community in them has flagged; the amount of popular contributions has been reduced to a mere trifle, and the attendance at both of them, and chiefly at the Girls' school, had a short time ago so much gone down that they existed only in name. The grown up girls of the Mission, which made some show last year, have all left, and a visitor has now very little to see in the school. The school at Khamgaon is reported to be in a very elementary state, and the one at Amraoti narrowly escaped death. In February last, the Deputy Educational Inspector reported that the school had ceased to exist. It has, however, been re-opened, and Mr. Sidoba has been trying hard to put it in order. The progress of the school is reported to be "inadequate to the liberal assistance of Rupees 30 *per mensem*," and this remark applies at present to all the aided Mission schools. The European and Eurasian Mixed school at Ellichpur is in the same state in which it was found last year. At my inspection of it on the 15th February last, there were ten pupils present—four boys and six girls. In the 1st Class there was one boy and one girl who read from the Advanced Reader correctly, but did not appear to understand much: they distinguished parts of speech, and worked easy sums in multiplication and division, though last year they were unable to write notation correctly.

Indigenous Schools, aided and unaided.

40. There is a decrease of two schools and an increase of 93 scholars under these schools, as will be seen from the following statement;—

Districts.	Description of schools.	Number of schools on 31st March 1877.	Number of scholars on 31st March 1877.	Number of schools which received grants-in-aid and prizes during 1876-77.	Number on the Roll during 1876-77. Monthly average.	Average daily attendance.	Amount of grant-in-aid and prizes, &c., given by Government.			Probable receipts from all sources, other than grants-in-aid, &c.			Expenditure.		
							Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Akola ...	Marathi ...	33	906	11	933	497	179	12	0	1,104	13	8	1,272	14	8
	Hindustani ...	7													
Buldana ...	Marathi ...	66	1,135	42	1,161	1,155	452	2	3	2,454	2	0	3,123	10	0
	Hindustani ...	...													
Basim ...	Marathi ...	18	402	11	417	348	212	0	0	404	15	0	616	15	0
	Hindustani ...	3													
Amraoti ...	Marathi ..	43	900	15	895	822	266	0	0	3,001	4	0	3,254	9	10
	Hindustani ...	6													
Wun ...	Marathi ...	10	142	...	133	122	...	...	...	224	10	0	224	10	0
	Hindustani ...	1													
Ellichpur ...	Marathi ...	38	907	23	955	824	198	0	0	2,897	7	0	3,048	5	0
	Hindustani ...	9													
Total...	Marathi ...	208	4,392	102	4,494	3,768	1,307	14	3	10,087	3	8	11,541	0	6
	Hindustani ...	26													

41. The Deputy Inspectors repeat the complaint which they made last year regarding the unsatisfactory and untrustworthy nature of the returns received from the Tahsildars. Captain FitzGerald observes that "it is improbable that they are more unreliable than in the previous year; therefore we may take it that in the past year there has been an improvement in the work which these cleche schools do for us, *viz.*, take care of those who are too young to attend our Government schools." In order to obtain some correct information of the state of these schools, I asked the Deputy Inspectors to visit all those which they could in their districts, and, if the masters had no objection, to inspect and report upon them, noting the amount of grant-in-aid the masters were entitled to. Two hundred and one schools were inspected, and 102 were awarded grants either as rewards to the masters or as prizes to the boys; the others being found to be in too crude a state to merit any grant. In most of them there were no registers to show the number in the school or the daily average attendance, the distinction between which the masters did not understand. The subjoined table shows the result of the examination of the schools which received aid;—

Number of schools.	Number of scholars present on the day of examination.	Capitation grant.			Proficiency grant.			Prizes to boys.			Total grant.		
		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
102	1,971	569	8	0	432	0	0	232	1	3	1,233	9	3

It will be seen that though the capitation grant is eight annas per head and the proficiency grant one rupee for passing in a standard, the amount of the former is about 32 per cent. larger than that of the latter, and considering how easy the standards are, the schools appear to be doing very little of work. The majority of masters who conduct these schools do not devote the whole of their time to teaching, and do not depend for their maintenance on the very precarious earnings of a village teacher. To them teaching is a secondary employment, and they take and give it up as suits their convenience, and follow it as suits their pleasure: hence the low state of the progress of these schools. Captain Mackenzie observes: "of course any education is better than none at all, but on consideration, I have come to doubt the wisdom of the Government sharing the responsibility of the imperfect teaching that these schools supply. For the grant-in-aid system, inspections, and so on, virtually cover them with the Government approval, with the practical admission that the Government system is at bottom imperfect, since in the lowest strata it gives room and openings for these often mushroom growths to flourish, and certainly if we are to continue to assist them the Deputy Educational Inspector's suggestion is worthy of attention, *viz.*, that there should be a gradation in allowance according to the different standards, which he thinks should be imposed." However, we hope to improve these schools. "In former years," writes Captain FitzGerald, "Indigenous schoolmasters did not approve of inspections and examinations, as these were accompanied by advice only: now not one master has objected. You are doubtless aware that in the lower ranks of the Educational Department some schoolmasters do not approve of Indigenous schools in the villages where they have their Government schools, because the existence of the former causes more or less competition, often unfairly carried on. The Indigenous schoolmaster at first fell into the error of supposing that this feeling was common to *all* Government officers. Then they imagined that it was at least common to *all* Educational officers; but now that their rewards, &c. are recommended by the Deputy Educational Inspectors, they are astonished to find it implanted only in the minds of a few, who generally are actuated by selfish motives."

42. It is true that some of the pupils of our schools have betaken themselves to the profession of village teachers, but hitherto they have done so with the sole object of having their schools converted into Government schools, just in the same manner as Indigenous schools were formerly incorporated with Government schools, and the masters made assistants. Some of them receive nothing from the villagers, and suffer great privations under the false hope. No doubt they do their work better than the old masters, but for that, it is much better to pay them well in the shape of grants than to create an impression that to get service in the department a man has to start up a school, very often with the view of ruining a Government one, and imposing on the officers of the department the alternative of employing him for increasing the attendance in that school. Here is an instance cited by the Deputy Inspector of Akola of a person who spoiled three schools:—"About this time last year an Indigenous school was started at Wadsingi, in the Jalgaon taluka, by a Manbhao. In the course of a few months he induced most of the boys in the Government school, which was then there, to come over to him. He then persuaded some of the influential people in the village to send an application that he should be appointed an Assistant in the Government school, and thus the two schools be amalgamated. This was refused. The Manbhao persevered. The attendance in the Government school was reduced to a very small number. The people were warned that the Government establishment would be withdrawn if their boys did not go to that school. This was taken as a threat which would not be carried out. They replied that unless the Indigenous schoolmaster were appointed in the Government school, their boys would not go to it. At last the order went for the transfer of the school establishment. Then their eyes were opened. They went to the Tahsildar and told him that

they acted foolishly at the instigation of the Manbhao, and requested that he should interfere: nothing could be done then. The school was transferred in November last, and when the Manbhao saw the end of his game, he also left the village. Now this very village had once shown so much interest in the school that the people had subscribed a large amount for building a good school-house there, which now, lying empty, ridicules them, as one of the villagers himself said to me, for their folly."

43. The present grant-in-aid standards are entirely unsuited for any progress: under them the schools cannot improve or impart any instruction worthy of the name, and the master cannot expect to get a grant every year. Some of the better teachers require a wider field to show the result of their industry and intelligence, and to afford it, it is necessary to revise the standards. If they had been properly graded, I am sure, a few of the masters would have made more money than they did, and a stimulant would have been offered to others to work hard.

Jail Schools.

44. It appears that in the Akola Central Jail there is at present no prisoner able to teach others, and consequently no instruction is imparted to any. In February last there were, however, four juvenile prisoners who could read easy sentences from the Modi First Book. The Deputy Inspector reports a curious instance of prison discipline:—

"I observed there a boy 12 years old undergoing one year's imprisonment. He had previously learnt up to Standard II. in a Government school, but, during the five months he was there, had forgotten much, having no opportunities to keep up what he had gained. I was informed that this boy would not have derived any benefit had there been provision to teach, as he was under simple imprisonment, and only those prisoners who are sentenced to hard labour are made to attend the school." The boy was capable of improvement; but because he was sentenced to simple imprisonment, and had not to work, he was not to do the work of learning to read and write, but to contract the habit of becoming idle.

45. In the Amraoti jail there were 26 prisoners in January last who were receiving some instruction, but there was no teacher appointed to give them lessons. Twenty were learning Marathi, five Urdu, and one English; and it appeared that 16 or 17 of the Marathi reading prisoners had learned in the jail what they knew. As there was no teacher, I do not know why one of the prisoners was allowed to waste his time with an English book which he could not understand. Reading in his own vernacular would have been more profitable to him.

Physical Education.

46. Last year I deplored the absence of measures to relieve the tedium of the school-room by means of out-door exercises, and this year I am glad to state that the hint thrown out has been taken up by masters of many taluka schools; and some of the chief members of School Committees and people of towns have supported them with all their influence and with money. Mr. Pandurang Damodar, Master of the English-Marathi school at Akola, succeeded in inducing the people to contribute Rupees 146, and, with some addition from other sources, a gymnasium has been started. The Karanja gymnasium has made some progress during the year. The one started at Ellichpur with the assistance of Mr. Ramrao Govind, who is a warm advocate of the Institution, has been placed under a pensioned regimental gymnast, and I was an eye witness to the military discipline introduced by him into the play-ground. The manœuvring through which the pupils went, and in which they took delight, was indeed very pleasing. Gymnasia have also been established at Akola, Malkapur, Khamgaon and Jalgaon, and several smaller villages, the expenses

being borne by the people. At Akot, two of the members of the School Committee, *viz.*, Gabu Sing, Jamadar, and Vithal Krishna Jote, contributed each Rupees 25 towards the expenses, and the former exerted his influence to obtain a subscription of Rupees 200 from the cotton merchants of the place.

Castes.

47. I subjoin the usual statement showing the castes of the pupils attending the different schools:—

Schools.	No. of scholars on 31st March 1877.	Brahmins.		Kunbis and Malees.		Mussulmans.		Low castes.		Other Hindus.		Others.	
		Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.
Higher Class	195	148	75·8	3	1·5	17	8·7	...	...	21	10·7	6	3
Middle Class	4,682	1,416	30·2	506	10·8	530	11·3	71	1·5	2,135	45·6	24	·5
Lower Class	16,231	1,854	11·4	5,073	31·2	2,345	14·4	322	1·9	6,631	40·8	6	...
Female schools	501	79	15·7	41	8·1	147	29·3	...	...	234	46·7	...	...
Night Classes	109	2	1·8	19	1·7	2	1·8	...	...	86	78·9	...	...
Training College ...	41	20	48·7	5	12·2	14	34·1	...	...	2	4·9	...	...
Total...	21,759	3,519	16·2	5,647	26	3,055	14	393	1·8	9,109	41·8	36	·2

As compared with the last year, the percentage of Brahmins, and of Kunbis, and Malees (or agriculturists), has increased, whilst that of Muhammadans and low castes has decreased. The reason is plain: although the famine has affected all the classes, it has affected the labouring classes most. Very few of the Muhammadans of Berar occupy a position above that of day labourers, and the Mahars can have no other occupation. The agriculturists amount to a more than one-fourth of the whole number; and considering the ratio they bear to the whole population, *viz.* 1 to 1·6, they are not yet represented in proportion to their number. There is one portion of them, the Barees, or cultivators of garden land, who have not yet presented any vulnerable side to the operations of this Department. Many of the villages are full of them, but not a boy of them is found in the schools. They exact labour from him as soon as he is able to move about. I need scarcely add that the Brahmin element preponderates in all the schools, and especially in schools of the higher classes.

Boarding Establishments.

48. Instead of one there are now two boarding establishments connected with the two High schools. The old High school building at Amraoti was thoroughly repaired at a cost of nearly 4,000 Rupees, and in November last occupied for the purpose for which it was intended. It affords better accommodation, and is more convenient than the buildings at Akola. The people of Amraoti raised a sum of Rupees 110, and Government contributed Rupees 60 to buy pots, &c.,

and to start the Institution. The subjoined table will show the state and working of both of them :—

High school.	Average monthly number of boarders.	Number of boarders on 31st March 1877.	Amount of grant received from Government.			Amount received from subscriptions and donations.			Amount collected from boarders.			Total receipts.			Expenditure.			Excess of receipts over expenditure.			Remarks.
1	2	3	4			5			6			7			8			9			10
			Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
Akola ...	44	54	360	0	0	...	...	...	1,609	5	3	1,969	5	3	1,937	10	6	31	10	9	
Amraoti ...	19	25	180	0	0	110	0	0	381	5	6	671	5	6	564	3	10	107	1	8	
Total ...	63	79	540	0	0	110	0	0	1,990	10	9	2,640	10	9	2,501	14	4	138	12	5	

It must be explained that the Boarding House at Akola is taken advantage of by the students of the Training College as well as of the High school, and hence the largeness of its number; the Training College increasing it by so many as 24 inmates. The institutions, though placed under the superintendence of masters of the High schools, are intended for all outsiders who attend any of the Government schools in the two towns.

49. Each of the institutions receives a monthly grant of Rupees 30 from Government, and that barely suffices to pay the charges of establishments. The expenses of boarding are paid by the students at the rate of Rupees 4 *per mensem*, which enable the scholars in the High schools, and even exhibitioners in the Middle Class schools, to maintain themselves with the stipends they receive. There is no doubt that these establishments have proved a great boon to the students from the interior, and well deserve the support of Government. The one at Amraoti was not well looked after for a month or two, and the Karkun who was placed in charge of it did not keep correct accounts, but it is now set right, and promises to equal its rival in importance.

Vernacular literature.

50. There is a dearth of literature in Berar. Only those persons who have come here from the Western Presidency, and principally in the Educational Department, can be expected to contribute anything to it. But most of them are in the lower walks of intellectual life, and those who are able to do something are too much occupied with their own work. The rules sanctioned by the Resident in September 1869 for encouraging vernacular authors have therefore been inoperative, and the annual provision for rewards generally lapses. There was no book presented to the Literature Committee during the year.

51. A work on "Practical Agriculture" was specially advertised for a reward of Rupees 200 in 1874, and nine manuscripts were submitted by competitors, and reported upon by the Examination Committee. All of them except one were found to be useless productions, entirely wanting in correctness of language or intelligible exposition of the subject. Even the one which had any pretensions to system and clearness was not deemed worthy of the whole or a portion of the prize advertised.

52. During the year no book was printed in the whole of Berar, except one in Sanskrit, at the *Pramod Sindhu* Press at Amraoti. It is a mythological account of Narsinh (*Narsinh Charitra*) one of the incarnations of Vishnu, and is extracted from Shri Maha Bhagwat.

53. I here notice with pleasure a publication of the Department in Marathi, *viz.*, the Berar School Paper. In 1876 I obtained the Resident's authority to appropriate from the annual grant of Rupees 780, sanctioned for printing in English at irregular intervals numbers of the Berar Educational Record, a sum of Rupees 360 for the publication in Marathi of a monthly journal for the use of schoolmasters, and the first number of this was issued in June last. Besides serving as a means of communicating instructions to the schoolmasters and giving them information on various topics, it has played a very important part in rousing village communities and school committees to a sense of their duty in assisting the schoolmaster, encouraging the boys, and in supplying petty wants of schools. The favourable notices taken of the good deeds of a few school committees have created a sensation, and communications have been pouring in from all parts of the province reporting the results of inspections of school committees and others; distribution of prizes to the pupils, payment of fees of poor boys; supply of articles of school furniture; contributions to new gymnasia and to new school houses. So many as 1,608 Rupees were contributed by the people for the different purposes, against Rupees 248 of the last year, and I attribute this large increase chiefly to the agency of the School Paper.

Libraries.

54. The only schools which have well furnished libraries are the two High schools. They contain some valuable books on science and literature, but not of the latest dates. The books are taken care of and used by the teachers. No additions were made to them during the year except of a few reports. The Training College at Akola has a few books in Persian, Urdu, English and Marathi, and very few of them are of any use to the teachers. A few Anglo-vernacular and Vernacular schools were some years ago supplied with a few class books and books of reference, most of which are now in tatters. They were also supplied with costly maps which neither the boys nor the master could use, as they were printed in English. In July and November last I asked the Deputy Inspectors to collect all the superfluous books and maps, and redistribute them according to the wants of the schools and return the balance to the Central Depôt. The Curator reports that so many as 336 maps have been received by him from the Akola, Buldana and Wun districts, of which 89 are worn out and unserviceable.

55. Dr. Sinclair denied to most of the Middle Class and Lower Class schools even the use of class books, and asked the masters to buy them out of their own pocket, and the Deputy Inspectors to see that they were so bought. This order was not obeyed by all, and even if it had been, the information of the masters was not to be improved by it, nor did they know the books which could improve it. I concur in the following remark of the Deputy Educational Inspector of the Wun district. "I think in well managed and advanced Vernacular and Anglo-vernacular schools there ought to be school libraries on a small scale, which should contain Marathi books in prose, treating subjects

of practical importance and material good, and supplying the reader with useful knowledge." The class books should be supplied to all.

56. During the year 70 copies of maps of Berar in Urdu were purchased at Rupees 4 per map, and supplied to all the Hindustani schools in the province.

57. A nucleus has now been formed of a library in each school by the supply of copies of the Berar School Paper, which has reached its 12th number, and forms one complete volume.

Public service certificate examination and employment of students of Government schools.

58. The examination for public service certificates was held at Akola and Amraoti on the 13th November last by the masters of the High schools. Fifteen candidates presented themselves, against 23 of the last year. The decrease may be attributed to prevalence of cholera at the time at Akola, where only three candidates appeared. Six passed the test, and one of them for the first class certificate.

59. I have no means of ascertaining whether the men who obtain certificates find any encouragement from Government officers in other departments as they ought to do; but it appears that there were 25 students of our Middle Class and Lower Class schools who obtained employment under Government: besides those who were taken in the Educational Department, eight entered the Revenue, eight Police, three Medical, three Public Works, one Postal, and one Forest Department, and one joined the Rissala.

60. The following information, as to what employment the English students of our Middle Class schools follow after they leave the school, will be interesting to those who wish to know the use made of the very little of English they learn. It has been obtained by the Deputy Educational Inspectors from the masters of the Middle Class schools, and may as far as it goes be depended upon. Of the 241 students about whom information has been rendered, 71 became shopkeepers and traders, 24 agriculturists, 20 Pandyas, 4 Patèls, 9 private servants, 11 money lenders, 4 goldsmiths, one weaver, one day labourer, and 35 were candidates for employment, and 61 followed their household concerns.

Book Depôt.

61. The allotment and expenditure of the Book Depôt for the year are shown in the following statement:—

	Allotment.			Expenditure.		
	For 1876-77.			For 1876-77.		
I.—Book Depot.	Rs.	A.	P.	Rs.	A.	P.
Curator's salary	1,200	0	0	1,200	0	0
Establishment	1,200	0	0	1,185	5	4
Contingencies	267	0	0	254	13	6
Purchase and publication of books to be re-sold	5,106	0	0	4,961	3	4
II.—Prizes and Rewards.						
Prizes to be given by the Deputy Educational Inspectors when on tour ...	1,350	0	0	1,350	0	0
Prizes to High Schools	150	0	0	150	0	0
Encouragement to Vernacular literature	500	0	0	...	...	...
Maps	300	0	0	285	0	0
Total Rupees...	10,073	0	0	9,386	6	2

62. Besides the Central Depôt there are now 21 taluka Branch Depôts, against 20 of the last year. The Central Depôt is maintained at an annual

cost of Rupees 2,667, and the Branch Depôt keepers get commission on books sold by them. The following statement will show an account of the books purchased and sold :—

Language.	Balance on hand on 31st March 1876.				Purchased during the year 1876-77.				Sold during the year 1876-77.				Balance on hand on the 31st March 1877.			
	Number of copies.	Amount.			Number of copies.	Amount.			Number of copies.	Amount.			Number of copies.	Amount.		
		Rs.	A.	A.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.
English	9,126	3,575	3	7	905	379	9	4	1,463	450	14	9	8,568	3,503	14	2
Marathi	29,414	4,213	12	5	25,070	4,955	2	6	30,519	4,532	4	11	23,965	4,636	10	0
Sanskrit	3,283	1,002	1	0	83	98	12	0	159	103	1	0	3,207	997	12	0
Persian	450	135	13	6	65	7	13	0	186	55	13	0	329	87	13	6
Urdu	11,351	2,426	6	9	1,165	191	14	0	2,905	412	11	4	9,611	2,205	9	5
Total...	53,624	11,353	5	3	27,288	5,633	2	10	35,232	5,554	13	0	45,680	11,431	11	1

In the number of books purchased are included 7,000 copies of the Berar 2nd Book and 7,000 copies of the Berar 3rd Book, which have been printed by the Department. The new editions of these books have been entirely recast before being printed. Long and tedious conversations have been shortened; lessons on Administration and Government have been curtailed and made more intelligible; lessons on arithmetic, geography, &c., which are taught from other books, have been omitted, lessons on history and astronomy, which were not at all suited to the limited knowledge of the pupils, have been expunged, and a very large amount of information on common objects has been added in very easy language. The original amount of Modi reading has been kept up, and as much Balbodh has been interspersed as will enable the pupils to commence the higher books in that character without going back to the 1st Book. I believe the new editions are decided improvements on the old ones, and present to the young readers a variety of information on interesting subjects. I have been materially assisted by Mr. Shriram Bhikaji Jatar, the Educational Inspector, Mr. Balkrishna Luxuman Bapat, Deputy Educational Inspector of Amraoti, and Mr. Vishnu Moreshwar, Mahajani, the First Assistant in the Akola High school, in preparing the books for the Press.

63. The Deputy Educational Inspectors examined the accounts of the Branch Depôts, and reported that they have been all correctly kept. They, however, pointed out that the supply of school books was not sufficiently large to meet the demand during the greater part of the year, and the progress of the schools was to some extent hindered on this account. The complaint is true. The introduction of the new standards in the beginning of the year, and the strict injunctions for working them out, produced an excitement and activity among the schoolmasters, and the increase in the number of boys in the beginning created a demand for books which the stock at the Central Depôt was unable to meet. The original grant of Rupees 3,000 for the purchase of books to be sold was augmented to Rupees 5,106 by re-appropriation, and out of this sum Rupees 1,800 were reserved for printing the Berar 2nd and 3rd Books, and the remainder was not enough to pay for the books required. About the end of the year I obtained a pretty good supply on credit, and that too has been consumed. As the charges of the current year for printing new editions of departmental books will not be large, it is hoped that no such difficulty will be felt this year.

64. The money account of the Book Depôt is as follows:—

Receipts.

		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Balance on 31st March 1876—Books	...	11,353	5	3						
Cash	...	31	13	2						
Balance of unadjusted account	...	149	2	0						
					11,534	4	5			
Books received during the year	...	...		...	5,633	2	10			
Profit accrued in purchasing Prize Books	...	...		...	52	10	10			
								17,220	2	1

Disbursements.

		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Sale proceeds paid into Treasury	...	5,248	7	8						
Profit on Prize Books paid into Treasury	...	52	10	10						
Carriage and Commission to Branch Book Depôt keepers	... ...	313	14	6						
					5,615	1	0			
Balance of unadjusted account	... ...				149	2	0			
Cash in hand	... ...				24	4	0			
Stock on 31st March 1877	... ...				11,431	11	1			
								17,220	2	1

Direction and Inspection.

65. In Berar the works of Direction and Inspection are combined to a greater extent in the head of the Department than in other provinces, though the first is nearly sufficient enough to occupy his hands and time. The province, however, is small, and to one who wishes to be acquainted with its real educational state, it is not difficult to see in one or two years as much of it as would serve his purpose. Last year I saw the greater portion of it, and this year I completed my survey of the whole, not leaving even the corner Middle Class schools unseen, and visiting all the schools which came in or which lay about my way. I commenced my tour on the 13th of November, and, proceeding in a direction different from the one I took last year, returned to my head-quarters at the end of March. Omitting the period of a little more than two weeks spent at Akola and Amraoti at the time of the Resident's visit to Berar, I constantly moved for four months, travelled 845 miles by road and 330 by rail, and inspected 25 Middle Class schools, 102 Lower Class schools, 10 Female schools, six Indigenous schools—three Mission schools, and one European and Eurasian school (total 147) besides visiting the two High schools and the Training College. I never spent less than two hours in any of the Government schools, and to some of them I had to devote more than a day.

My inspection of the schools has, besides giving me an insight into their working, given to the masters an idea as to the manner in which they should train up their boys, and to the Deputy Inspector as to how they should stimulate the cultivation of their understanding, instead of assisting to burden their memory.

66. Mr. Shriram Bhikaji, the Educational Inspector, set out about the end of October, and, proceeding in a direction contrary to the one I intended to take, nearly completed a circle of the province, visiting 29 Middle Class schools, 87 Lower Class, 11 Female, two Aided, four Indigenous schools, and one Night Class (total 134.) He travelled 791 miles by road and 477 by rail. As I shared in his work of inspection, he had not to hurry over long distances in search of the Middle Class schools only.

67. In my last report I criticized to some extent the inspection work of the Deputy Educational Inspectors, and pointed out some irregularities and

waste of time and labour, and afterwards obtained the Resident's sanction to some alterations in the previous rules on the subject. I quote below a portion of the instructions I issued to the Deputy Inspectors when communicating the alterations to them :—

"You will observe that for the convenience of schools and of Deputy Educational Inspectors, the period of travelling and inspection has been limited to seven, instead of 11 months; but during these seven months I expect constant and systematic moving and better inspection. The first and thorough inspection of schools will commence in the month of August, in which the Deputy Inspector will examine all the schools at his sudder station, and such of the neighbouring ones as he can conveniently go to, not however with the intention of returning the same day. In the beginning of September he should set out on his tour proceeding in a direction which may appear to be suited for moving just at the close of the rainy season, and not return until he has finished half the number of Government, Aided and Private schools in his district. If he returns to the sudder station after this amount of work he is not to stay there for more than four or five days, unless specially required to do so for some particular business. The next trip will be in the opposite direction, and in that, he will finish the first examination of all his schools."

"Two or three of the Deputy Inspectors in the province may require about four months to get over this work; others may not require half the time, but I hope all of them will spend the first four months usefully for the improvement of the schools. The village schoolmasters are generally ill trained, and the people ignorant and careless, and therefore the Deputy Inspectors have much to do. Dr. Sinclair has laid down at page 3 of the Berar Educational record for February 1870 the points which the Deputy Educational Inspectors are to attend to while inspecting schools. I, however, found cases in which some of them had been disregarded, and therefore the masters themselves had become lax. I beg to append a memo. showing in greater detail what they ought to do while inspecting a school or stationed at the village."

"After the first examination of his schools is over the Deputy Inspector may return to the sudder station if he wishes for a week or so before commencing his second movements, which should be in the order of the first ones. At the second inspection the Deputy need not examine the whole school as before, but see the progress of each class in one or two subjects, in which he may have found it deficient at the previous examination, and note the result in the Inspection Report, which should, however, contain full information as to how far the master had attended to the instructions or suggestions which might have been given to him to remove any defects observed at the first examination, and how far the arrangements which the Deputy Inspector himself might have adopted for securing larger, regular, and punctual attendance, engaging the sympathies of the people, interesting the School Committees in their work, ensuring timely payment of fees, purchase of book, &c., were successful. He should not merely point out what is defective or wanting for the well-being and improvement of the school, but take immediate steps to remove the defect or the want, and report his proceedings. That which it is not in his power to effect should be referred for the orders of his superiors."

"The Deputy Educational Inspector is not to go to his sudder station for the preparation of the monthly abstracts and returns, except when he happens to be near it, and when it would be more convenient for him to go and come back in a day or two than to call up his establishment and records."

68. The following table will show the number of Government and Private schools inspected by each Deputy Educational Inspector:—

Deputy Educational Inspector.	Area of the district.	Miles travelled. By Rail.	Miles travelled. By Road.	Miles travelled. Total.	Number of schools in the district on 31st March 1877.	Description of Schools.	Number of Schools inspected. More than twice.	Twice.	Once.	Not inspected.	Total number of visits to all Schools.	Distance travelled by ordinary road for each visit.
Akola ...	2,654	175	1,130	1,305	11	Middle Class Schools... ...	2	7	2	...	25	4·4
					95	Lower Class Schools (*a.*) ...	4	68	24	...	175	
					43	Aided and Unaided Schools ...	2	1	47	...	55	
					1	Jail Schools	...	1	...	...	2	
Buldana.	2,794	134	1,525	1,659	7	Middle Class Schools... ...	6	1	...	...	22	6·1
					74	Lower Class Schools (*a.*) ...	18	57	...	...	166	
					68	Aided and Unaided Schools ...	...	...	61	...	61	
Basim ...	2,958	...	1,199	1,199	5	Middle Class Schools	5	...	...	...	18	5·6
					57	Lower Class Schools (*a.*) ...	14	42	1	...	141	
					21	Aided and Unaided Schools ...	5	10	13	12	56	
Amraoti.	2,767	96	1,170	1,266	5	Middle Class Schools... ...	...	5	...	...	10	5·5
					88	Lower Class Schools (*a.*) ...	...	80	8	...	168	
					50	Aided and Unaided Schools ...	...	10	13	...	33	
					1	Jail Schools	...	1	...	...	2	
Wun ...	3,835	...	1,228	1,228	3	Middle Class Schools	2	1	...	...	109	9·5
					43	Lower Class Schools (*a.*) ...	14	24	5	...		
					11	Aided and Unaided Schools ...	...	6	8	4	20	
Ellichpur	2,623	...	1,050	1,050	4	Middle Class Schools	2	2	...	...	11	6
					61	Lower Class Schools (*a.*) ...	13	43	3	1	133	
					48	Aided and Unaided Schools ...	...	...	31	17	31	
Hyd. Assigned Districts.	17,631	264	1,020	1,284	6 (*b.*)	Middle Class Schools	...	1	4	1	6	13·9
					50 (*c.*)	Lower Class Schools (*a.*) ...	4	11	28	7	82	
					26	Aided and Unaided Schools ...	...	...	5	...	5	

The Deputy Inspectors' examinations for this year were certainly more thorough than they were last year, and from the decrease in the average number of miles travelled for the inspection of each school, it is clear that there was less of unnecessary moving for the purpose of showing a large number of miles in the returns. The Inspection Returns now contain more useful information than they did before, and one important item of it is the finding out the qualifications and teaching powers of the masters and the assistants, and ascertaining and removing the causes which hinder the progress of schools. The Deputy Inspectors have also to visit all the Indigenous schools in their districts; to adjudge the amount of grant-in-aid, and to submit Inspection reports on them. Their work has certainly increased, and two or three of them can hardly go through it easily. I am glad to state that all the Deputy Commissioners speak well of their respective Deputy Inspectors, and I add my testimony to their having performed their duties to my satisfaction.

(*a.*)—Includes Female schools and Night classes.

(*b.*)—Includes three Urdu classes attached to Anglo-Marathi schools.

(*c.*)—Includes one Urdu class attached to a Marathi school.

69. I subjoin the usual statement showing the number of visits paid to the schools by district officers and School Committees:—

Names of Officers.	Akola.				Buldana.				Basim.				Amraoti.				Wun.				Ellichpur.				Total number of visits in	
	Middle Class Schools.	Lower Class Schools.	Female Schools.	Total.	Middle Class Schools.	Lower Class Schools.	Female Schools.	Total.	Middle Class Schools.	Lower Class Schools.	Female Schools.	Total.	Middle Class Schools.	Lower Class Schools.	Female Schools.	Total.	Middle Class Schools.	Lower Class Schools.	Female Schools.	Total.	Middle Class Schools.	Lower Class Schools.	Female Schools.	Total.	1875-76.	1876-77.
Deputy Commissioners	2	...	...	2	5	9	...	14	5	20	1	26	2	9	...	11	3	12	2	17	6	14	2	22	83	92
Assistant Commissioners	3	22	...	25	...	...	...	...	2	10	...	12	2	37	...	39	3	14	2	19	...	5	1	6	142	101
Extra Assistant Commissioners ...	...	...	...	...	2	21	...	23	...	9	...	9	1	...	...	1	...	...	...	...	...	...	...	...	36	33
Tahsildars	1	9	...	10	2	31	1	34	1	19	...	20	3	15	...	18	1	8	1	10	3	8	1	12	114	104
School Committees	11	21	...	32	10	26	...	36	7	11	...	18	4	50	...	54	...	9	1	10	...	89	2	91	138	241
Other visitors	3	14	2	19	1	18	...	19	4	13	...	17	2	9	...	11	4	19	1	24	3	5	1	9	121	99

The visits of Deputy Commissioners, if not of others, have increased, and their co-operation has been hearty. The general interest taken by them in the management of schools in their districts is great, and their particular instances of encouragement deserve special thanks of the Department. The other day Mr. Hordern, the Deputy Commissioner of Amraoti, presided over a large meeting held at the station for distributing prizes to the pupils of the different schools, and Mrs. Hordern honored the occasion not only by her presence, but by distributing to the girls of the Female school pieces of cloth kindly presented by Mr. Woodhouse the Executive Engineer. Such occasional encouragement on the part of chief district officers is enough to inspire their subordinates with a zeal which cannot fail to produce striking results. The Tahsildars are able to make and unmake schools: a word of theirs is sometimes more effective than that of the Deputy Commissioner himself. The Chikhli Tahsildar, Mr. Laxuman Balaram, took me to a school (Dhotra) which the people called after his name, simply because he had used his influence to raise its attendance from 15 to 70. The Pusad Tahsildar the other day nearly trebled the number of pupils in the English-Marathi and Hindustani schools at his station in 10 minutes, and promised to pay the schooling fee of some of the poorer children. The efforts of the district subordinate officers in raising contributions to supply the wants of schools have not been less successful. Mr. Ramrao Govind, the Extra Assistant Commissioner, Ellichpur, assisted in raising a sum of Rupees 93 for a gymnasium in connection with the English-Marathi school in the Cantonment. Mr. Atmaram Bhikaji at Karanja raised Rupees 70 for books and fees. Mr. Bapuji Rangnath, at Malkapur, raised Rupees 45 for gymnastic apparatus and books. Mr. Ardesar, at Akot, got two of the members of the School Committee to subscribe Rupees 50 for the same purpose. Mr. Waman Narayan of Chandur induced the people of Talegaon to contribute Rupees 45 for books and fees. Mr. Bansilal, Police Inspector of Digras, got those of Digras to buy a clock, gong and matting for the school at the cost of Rupees 36. Such efforts have by induction been communicated to village officers, to School Committees, and to private individuals whose contributions in some instances are munificent. I here mention prominently the name of Moongsaji, the Patèl of Pandhri, in the Ellichpur district, who singly paid a sum of Rupees 250 for a new school-house in his village. Tukaram Mahadaji and Tukaram Yadaji, the Patèls of Nimkharda, in the Akola district, raised between themselves a sum of Rupees 150 for the same purpose. Instances of such liberality are daily increasing.

The statement will show that visits of members of School Committees have also increased by 103, and this forebodes a happy future. The Committees are as yet denounced everywhere as useless bodies, and I know there is much truth in what the Deputy Educational Inspectors say; but they are of very recent creation; and, bearing in mind the character and timidity of the people, we cannot expect them to take so soon any intelligent share in the management of the schools. Most of the members are illiterate, and cannot understand what their duties are: in many places re-election is necessary, and in almost all of them we have to employ name and shame to bring the inert bodies into life and activity. We have been using a powerful instrument, the School Paper, to work out the end, and I hope the present year's advance is but a poor beginning of what is to take place.

Financial Statistics.

70. The budget provision of the Department under the different sources of income and actual expenditure is shown below:—

The figures under the last three heads in the second column are the same as those in column 3, the budget provision not being known in my office:—

Funds.	Sanctioned Budget grant.			Expenditure.			Savings.		
General Revenues	2,73,390	0	0	2,39,653	7	3	33,733	8	9
Educational Cess...	1,00,866	0	0	81,722	8	4	19,143	7	8
Town Fund	11,337	6	1	11,337	6	1	...	...	...
Municipal Fund	1,485	7	1	1,485	7	1	...	...	...
Subscriptions	542	0	0	542	0	0	...	...	...
Total ...	3,87,620	13	2	3,34,743	12	9	52,877	0	5

The grant of Rupees 2,73,390 under the General Revenues is divisible into two portions, *viz.*, Rupees 2,49,390 entered in the general revenue budget of the department, and Rupees 24,000 entered in the Public Works budget for school buildings. In the item under Subscriptions are included those sums only which have passed through the Treasury.

71. The expenditure of the year, as compared with that of the preceding year, shows a decrease of Rupees 46,111-14-8 under all the funds, as will be seen from the following table:—

Funds.	1875-76.			1876-77.		
General Revenues	2,54,140	4	11	2,39,656	7	3
Educational cess funds...	94,031	0	4	81,722	8	4
Town funds	30,772	11	10	11,337	6	1
Municipal fund	1,574	2	4	1,485	7	1
Subscriptions	337	8	0	542	0	0
Total ...	3,80,855	11	5	3,34,743	12	9

72. The subjoined table gives the details of the expenditure. The figures under Construction of school-houses, repairs, furniture, and miscellaneous, are given by the Executive Engineers and Deputy Commissioners:—

Heads.	Expenditure.																					
	General revenues.			Local Funds.															Total.			
				Educational cess.			Town fund.			Municipal fund.			Subscriptions.									
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.				Rs.	A.	P.	
Direction	18,619	3	10	...	...	...	...	...	...	...	...	...	...	...	...	(a)	18,619	3	10			
Inspection	26,364	3	10	480	0	0	...	...	...	...	...	...	...	...	...	(b)	26,844	3	10			
Higher Class schools ...	22,731	5	1	...	...	...	...	...	...	...	...	...	...	...	...	(c)	22,731	5	1			
Middle Cass schools ...	63,971	5	3	...	...	...	192	0	0	180	0	0	...	...	...	(d)	64,343	5	3			
Lower Cass schools ...	67,640	11	6	49,785	15	3	...	...	...	180	0	0	...	...	...	(d)	1,17,606	10	9			
Female schools	3,175	1	6	99	8	0	1,954	2	5	1,115	7	1	97	8	0	(d)	6,441	11	0			
Aided schools	(e) 1,380	0	0	(f) 1,365	6	3	(f) 177	8	0	...	...	...	...	...	...		2,922	14	3			
Training College ...	3,143	1	8	369	5	8	...	...	...	...	...	...	...	...	...	(d)	3,512	7	4			
Night classes	...	...	...	590	0	0	...	...	...	...	...	...	...	...	...	(g)	590	0	0			
Scholarships	(h) 7,234	14	8	(i) 2,555	6	0	...	...	...	...	...	...	...	...	...		9,790	4	8			
Book and Prize Allowance.	1,785	0	0	...	...	...	...	...	...	...	...	...	...	...	...	(j)	1,785	0	0			
Government Book Depot ...	7,601	6	2	...	...	...	...	...	...	...	...	...	...	...	...	(k)	7,601	6	2			
Construction of school-houses	16,010	1	9	15,335	9	6	8,964	3	8	...	...	...	444	8	0		40,754	6	11			
Repairs to school-houses ...	..	...	...	5,113	13	3	49	8	0	10	0	0	...	...	...		5,173	5	3			
School furniture ...	...	...	...	2,440	0	5	...	...	...	...	...	...	...	...	...		2,440	0	5			
Miscellaneous	...	...	...	3,587	8	0	...	...	...	...	...	...	...	...	...	(l)	3,587	8	0			
Total ...	2,39,656	7	3	81,722	8	4	11,337	6	1	1,485	7	1	542	0	0		3,34,743	12	9			

(a.) Consists of salary of the Director and his office establishment, travelling, contingent, and printing expenses and official postage. The expenditure on account of stationery supplied to the Director and Inspectorial Staff is adjusted in the Deputy Accountant General's Office.

(b.) Consists of salaries of the Educational Inspector, Deputy Educational Inspectors, and their office establishments; their travelling and contingent expenses, office rent and official postage.

(c.) Consists of salaries of masters and servants, official postage, contingent expenses, and cost of the boarding establishments attached to the two High Schools and School furniture supplied to the Amraoti High School.

(d.) Consists of salaries of masters and servants, house rent, and contingent expenses of the Schools.

(e.) Consists of fixed monthly grants to the Mission Boys' Schools at Akola, Amraoti and Khamgaon, to the Mission Girls' School at Akola and to the European and Eurasian Mixed School at Ellichpur.

(f.) Consists of fixed monthly grants to the Shelsur and Chikhalda Marathi Schools and to the Buldana Mission Boys' School and grant-in-aid by results and prizes to Indigenous Schools.

(g.) Allowance to Night classes.

(h.) Consists of the Berar University scholarships, Vernacular scholarships, and exhibitions attached to the High and Middle Class Schools.

(i.) Consists of the scholarships attached to the Training College.

(j.) Consists of prizes to Boys in Government Schools and of Maps supplied to schools.

(k.) Consists of salary of the Curator and his office establishment, contingent expenses and official postage, and Rs. 4,961-3-4 for the purchase and printing of books.

(l.) Consists of Rs. 3,270 on account of contribution towards the Local Fund Engineer's office establishment of the Akola district; Rs. 17-8-0 allowance to the Vernacular Accountant in the Deputy Commissioner's office, Buldana district, and Rs. 300 salary of the Clerk in the Amraoti Deputy Commissioner's office.

73. The following is a comparative table of expenditure under all the different heads:—

Heads.	1875-76.				1876-77.				Increase.			Decrease.		
	Amount.			Percentage.	Amount.			Percentage.						
	Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.	Rs.	A.	P.
Direction ...	23,312	6	5	6·1	18,619	3	10	5·6	...	...	...	4,693	2	7
Inspection ...	27,963	7	9	7·3	26,844	3	10	·8	...	...	...	1,119	3	11
Higher Class schools ...	21,539	7	2	5·7	22,731	5	1	6·8	1,191	13	11	...	...	...
Middle Class schools ...	69,360	13	9	18·2	64,343	5	3	19·2	...	...	...	5,017	8	6
Lower Class schools ...	1,18,802	9	2	31·2	1,17,606	10	9	35·1	...	...	...	1,195	14	5
Female schools ...	7,820	0	4	2·1	6,441	11	0	1·9	...	...	...	1,378	5	4
Aided schools ...	3,125	13	0	·8	2,922	14	3	·9	...	...	...	202	14	9
Training College ...	3,363	2	0	·8	3,512	7	4	1·1	149	5	4	...	...	...
Night classes ...	955	0	0	·2	590	0	0	·2	...	...	...	365	0	0
Scholarships ...	9,623	10	6	2·7	9,790	4	8	2·9	166	10	2	...	...	...
Book and Prize allowance .	2,091	0	1	·5	1,785	0	0	·5	...	...	...	306	0	1
Government Book Depot...	5,572	1	0	1·4	7,601	6	2	2·3	2,029	5	2	...	...	...
Construction of school-houses ...	73,907	5	5	19·4	40,754	6	11	12·2	...	...	...	33,152	14	6
Repairs to school-houses...	8,493	0	1	2·2	5,173	5	3	1·5	...	...	...	3,319	10	10
School furniture ...	2,686	12	3	·8	2,440	0	5	·7	...	...	...	245	11	10
Miscellaneous ...	2,239	2	6	·6	3,587	8	0	1·1	1,348	5	6	...	...	...
Total ...	3,80,855	11	5		3,34,743	12	9		4,885	8	1	50,996	6	9

The large decrease under Direction results from a decrease under each and all of the charges belonging to the Director's office, and principally in the item of his salary. In 1875-76 Dr. Sinclair drew for the months of March, April, and May, at the rate of Rupees 1,500, and in addition, Mr. Elliot drew his salary and acting allowance for the same months, while for the whole of 1876-77 the Director's salary was at the rate of Rupees 1,000 *per mensem*.

The decrease under Inspection mainly arises from the cost of tents supplied to the Inspecting officers last year.

The increase of about Rupees 1,200 under the High schools is caused by the appointment of a Hindustani teacher in the Akola High school; supply of furniture and matting to the Amraoti High school, and the maintenance of boarding establishments at Akola and Amraoti.

The large decrease of Rupees 5,017 under the Middle Class schools is to be attributed to the reduction of six Middle Class schools during the year and the transfer of the reduced schools to the head of Vernacular schools.

In spite of the increased cost of the six Middle Class schools added to the Vernacular schools, the savings in the establishments of the latter have more than covered the increase, and show a decrease of Rupees 1,196.

The decrease under Female schools is owing to the abolition of six schools.

The amount expended from town fund on the Aided schools is less by about Rupees 167 than in the last year.

The increase under the Training College is to be attributed to the appointment of a fourth teacher on Rupees 50 *per mensem*.

Five Night classes were closed during the year, and hence the decrease.

The decrease of Rupees 306 under Book and prize allowance is owing to smaller expenditure under purchase of maps and library books, and no expenditure under encouragement to vernacular literature.

The increase of Rupees 2,029 under Book Depôt mainly arises from the publication of two departmental books at the cost of Rupees 1,800.

The large decrease of Rupees 33,153 under Construction of school-houses will be found by a comparison of the expenditure for the two years to have arisen from the falling-off in the town fund and consequent non-utilization of the provincial grant. The buildings undertaken last year were also more expensive, and the major portion of their cost was expended in that year.

Similarly, the town and municipal funds contributed Rupees 2,587 for repairs of school-houses, and this year only Rupees 59. Many of the Middle Class school buildings have not been repaired for want of funds.

The increase under Miscellaneous is due to the contribution of Rupees 3,270 paid for the office establishment of the Local Fund Engineer at Akola.

74. The following statement shows the receipts and expenditure from educational cess :—

RECEIPTS.

Districts.	Akola.			Buldana.			Basim.			Amraoti.			Wun.			Ellichpur.			Total.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Balance at close of 1875-76	34,127	9	6	7,514	14	10	4,519	10	1	12,439	7	4	6,170	8	0	8,171	8	3	72,943	10	0
Amount collected during 1876-77 ...	24,713	1	0	11,339	1	1	6,795	15	0	21,129	7	0	6,475	4	6	12,307	5	10	82,760	2	5
Total ...	58,840	10	6	18,853	15	11	11,315	9	1	33,568	14	4	12,645	12	6	20,478	14	1	155,703	12	5

EXPENDITURE.

Construction of school-houses	7,281	13	3	475	14	11	...	...	...	6,529	3	9	...	...	...	1,048	9	7	15,335	9	6
Repairs to school-houses	1,037	5	9	751	5	0	600	0	0	630	0	0	886	9	0	1,208	9	6	5,113	13	3
Furniture	1,080	9	8	*d* 320	2	4	599	2	0	220	0	0	205	13	11	14	4	6	2,440	0	5
School Establishments, &c. ...	12,522	12	9	9,547	8	3	4,854	10	8	12,890	10	11	4,104	14	2	8,400	4	9	52,320	13	6
Contribution to the Training College ...	788	8	6	414	5	5	207	2	8	746	15	3	311	1	9	456	10	1	2,924	11	8
Miscellaneous ...	*a* 3,270	0	0	*b* 17	8	0	...	...	...	*c* 300	0	0	...	...	...	...	...	...	3,587	8	0
Total ...	25,981	1	11	11,526	11	11	6,260	15	4	21,316	13	11	5,508	6	10	11,128	6	5	81,722	8	4
Balance at close of 1876-77 ...	32,859	8	7	7,327	4	0	5,054	9	0	12,252	0	5	7,137	5	8	9,350	7	8	73,981	4	1
Grand Total ...	58,840	10	6	18,853	15	11	11,315	9	1	33,568	14	4	12,645	12	6	20,478	14	1	155,703	12	5

a.—Contribution towards the Local Fund Engineer's Office Establishment.

b.—Allowance to the Vernacular Accountant in the Deputy Commissioner's Office.

c.—Pay of Clerk in the Deputy Commissioner's Office.

d .—Includes furniture supplied to the Deputy Inspector's Office.

The actual balance at the beginning of the year was greater than the estimate by Rupees 26,547, and the actual receipts during the year, by Rupees 6,898, the Akola district showing the greater portion of the increase. The actual expenditure is less than the estimate by Rupees 19,144, and therefore the actual balance by Rupees 52,589. It exceeds the last year's balance by Rupees 1,037 only.

School-houses.

75. The expenditure on new school-houses and repairs will be learned from the following table:—

District.	Description of work.	General Revenue.			Educational cess.			Town fund.			Municipal fund.			Contribution			Total.		
		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Akola ...	14 Construction of school-houses ...	...	...	...	7,281	13	3	...	...	...	...	...	...	444	8	0	7,726	5	3
	36 Repairs to school-houses	...	...	...	1,037	5	9	...	...	...	...	...	...	...	...	...	1,037	5	9
Buldana...	5 Construction of school-houses ...	5,165	7	4	475	14	11	966	7	11	...	...	...	...	...	...	6,607	14	2
	30 Repairs to school-houses	...	...	...	751	5	0	...	...	...	...	...	...	...	...	...	751	5	0
Basim ...	1 Construction of school-houses ...	...	...	...	...	...	...	1,425	0	0	...	...	...	...	...	...	1,425	0	0
	30 Repairs to school-houses	...	...	...	600	0	0	49	8	0	...	...	...	...	...	...	649	8	0
Amraoti...	8 Construction of school-houses ...	9,404	10	5	6,529	3	9	...	...	...	...	...	...	...	...	...	15,933	14	2
	25 Repairs to school-houses	...	...	...	630	0	0	...	...	...	...	...	...	...	...	...	630	0	0
Wun ...	25 Construction of school-houses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	40 Repairs to school-houses	...	...	...	886	9	0	...	...	...	...	...	...	...	...	...	886	9	0
Ellichpur..	3 Construction of school-houses ...	1,440	0	0	1,048	9	7	6,572	11	9	...	...	...	...	...	...	9,061	5	4
	29 Repairs to school-houses	...	...	...	1,208	9	6	...	...	...	10	0	0	...	...	...	1,218	9	6
Total...	31 Construction of school-houses ...	16,010	1	9	15,335	9	6	8,964	3	8	...	...	...	444	8	0	40,754	6	11
	190 Repairs to school-houses	...	...	...	5,113	13	3	49	8	0	10	0	0	...	...	...	5,173	5	3

Of the 31 buildings on which money has been expended, 23 were commenced in 1875-76 and eight in 1876-77, and 24 have been completed. The splendid building for the Amraoti High school completed in the last year was taken possession of on the 10th of June, and the opening ceremony was performed on the 26th July by the Commissioner. In look and finish this building surpasses all the others belonging not only to the Educational but to any other Department in Berar, and will ever remain a monument of the artistic skill of its architect, Mr. Woodhouse, the Executive Engineer of East Berar. The only thing which mars the beauty of the building is its treeless compound, and steps will be taken to remove the defect in the coming rainy season. Another large school-house which has been completed, but not occupied, is the one erected for the Middle Class school at Ellichpur Cantonment. It has cost the same amount, *viz.* Rupees 20,000, as the High school building at Amraoti, and, though less imposing in appearance, is better suited for school purposes.

76. All the buildings which have been completed are, except one, on the standard plans, the least expensive of which has cost more than Rupees 2,500.

The construction of such expensive school-houses can only be allowed when the demand for them is small, and the money available ample. When the town fund was flourishing, and large contributions from it were supplemented by grants from the provincial fund, we could erect grand buildings not only at the zilla and taluka stations, but even at smaller towns and villages. We could lay out Rupees 5,000 on a building for 60 or 70 boys, or even afford to lose its use if the school itself was abolished. But that fund is now impoverished, and no portion of it is available for school purposes. In 1874-75 it contributed 22,102 Rupees; in 1875-76, 27,457 Rupees, and in 1876-77, 9,013 Rupees for school buildings and repairs, and for the current year the Budget does not provide a pie, and consequently deprives us of all aid from the general revenues. Fortunately the wants of almost all the big towns have been supplied, and fortunately, also, the Resident has authorised the adoption of cheaper and *Dhaba* plans for village schools of all grades, and under this concession, we hope to provide within a few years the necessary accommodation to such schools as are in want of it.

77. The exception mentioned in the beginning of the above para. is a building capable of accommodating 60 boys constructed at Agar on the *Dhaba* plan for Rupees 600, half of which sum was contributed by the people, and the other half given as grant-in-aid from the provincial allotment for educational buildings. It gives 10 square feet for each boy at a cost of Rupees 10, and in all new buildings I shall provide this much of space per head, and try to obtain it at the same cost.

78. I expect many village communities coming forward to bear a portion of new school-houses in their villages if built at moderate costs, and wish to encourage them as much as possible. In the case of Agar and Pandhri, the Government of India have supplemented the popular contributions by equal grants from the Provincial Revenues, and I earnestly hope that the indulgence will be extended to all the communities who apply for it. By aiding town funds we aided nobody but the Department, but in aiding popular contribution, we shall be aiding those who aid themselves; who give a practical proof of the interest taken by them in the education of their children, and who pledge themselves to preserve their schools from going to ruin.

79. The amount provided from the cess fund for repairs to school-houses was Rupees 5,310, and the whole of it appears to have been expended on 190 buildings, which, however, include a few occupied by Middle Class schools. The latter buildings have cost much, and they want much for being preserved, and the provision from the cess fund cannot bear the heavy charges, and even if they could, they would not be properly incurred for Middle Class schools. Some of the Deputy Commissioners have applied for hundreds of rupees, and it is hoped that the Government of India will sanction the applications to be met by a grant from the annual provincial allotment for new buildings.

School furniture.

80. During the past year school furniture of the value of Rupees 2,400-0-5 was supplied to the schools, as will be seen from the following table:—

District.	Number of schools.	Amount.		
		RS.	A.	P.
Akola	...	1,080	9	8
Buldana	14	*280	2	4
Basim	21	599	2	0
Amraoti	5	220	0	0
Wun	10	205	13	11
Ellichpur	1	14	4	6
Total ...	...	2,400	0	5

*Note.—Excludes Rupees 40 on account of furniture supplied to Deputy Inspector's Office.

81. The following table will show the average monthly number on the rolls; the average daily attendance, and the cost of educating each pupil in the different classes of schools :—

Description of Government Schools.	Number of Institutions.	Number on roll at the close of the year.	Average number of pupils on the rolls monthly.	Average number of pupils attending daily.	Expenditure.												Monthly cost of educating each pupil, calculation being made up on the average attendance.		Amount of fees.	Average monthly fee for fee-paying pupils.
					General Revenues.			Local Funds.							Total.		Total cost.		Cost to Government.		
								Educational Cess.		Town Fund.		Municipal Fund.		Subscription.						
					(a)															
Higher Class Schools ...	2	195	191	152	25,197	13	10	...	...	...	...	...	...	...	25,197	13	10	13	13	0	712	7	0	0	5	0
Middle Class Schools ...	35	4,682	4,562	3,462	(b) 66,296	8	2	...	...	192	0	180	0	...	66,668	8	2	1	9	8	5,024	3	0	0	1	6
Lower Class Schools ...	398	16,231	16,272	12,710	67,640	11	6	49,785	15	3	...	180	0	0	1,17,606	10	9	0	12	4	13,071	8	3	0	1	1
Female Schools... ...	16	501	621	435	3,175	1	6	99	8	0	1,954	2	5	1,115	7	1	97	8	0	6,441	11	0	1	3	9	...	...	...	...	...
Training College ...	1	41	36	32	3,143	1	8	(c) 2,924	11	8	...	...	...	...	6,067	13	4	8	2	11	...	...	...	15	12	10
Night Classes ...	4	109	224	156	...	...	...	590	0	0	...	...	...	...	590	0	0	...	...	...	...	...	...	0	5	0
Total ...	456	21,759	21,906	16,947	1,65,453	4	8	53,400	2	11	2,146	2	5	1,475	7	1	97	8	0	2,22,572	9	1	1	1	6	0	13	0	18,808	2	3	0	1	2

(a)—Includes Rs. 3,466-8-9 on account of Vernacular Scholarships and Exhibitions.

(b)—Includes Rs. 2,325-2-11 on account of Middle Class School Exhibitions.

(c)—Includes Rs. 2,555-6-0 on account of Normal School Scholarships.

The amount of expenditure on Government schools has decreased from Rupees 2,29,199-8-4 to Rupees 2,22,572-9-1. The decrease is conspicuous under Middle Class and Female schools and Night classes, and the cost of

education in them is smaller. If the money spent on the six Middle Class schools before they were relegated to the Lower Class had not been included in the sum of Rupees 66,668, the reduction in the cost of education in the Middle Class schools would have been apparent.

82. The amount of fee collections has, as compared with the last year, increased by Rupees 564-10-0, and the increase is found in schools of all grades. It was a practice with the masters not only to pay the fees of some of their pupils, but allow some to fall into arrears, and the monthly returns showed that hundreds of rupees had to be recovered and paid into the Treasury. This practice, besides being objectionable on other accounts, created a laxity of system and discipline detrimental to the well-being of the schools, and I therefore ordered it to be stopped. One or two Deputy Inspectors report that the order has driven some boys to leave the schools. This may be true, but the little sacrifice will be more than compensated by the wholesome effect of the measure.

NARAYAN B. DANDEKAR,

Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDICES.

B.—EDUCATION FORM I.

THE UNIVERSITY.

Results of the Examinations of the University of Bombay for the official year beginning from 1st April 1876, ending on 31st March 1877.

Nature of examinations.	Number of Institutions sending up candidates.			Number of candidates sent up.				Number of candidates passed.				Religion, or natural classification of passed candidates.						Remarks.
												Natives of India.						
	Government Institutions.	Private Institutions.	Total.	From Government Institutions.	From Private Institutions.	Private Students.	Total.	From Government Institutions.	From Private Institutions.	Private Students.	Total.	Christians.	Hindus.	Muhammadans.			Europeans.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Entrance or Matriculation ...	2	...	2	13	..	...	13	5	...	...	5	...	5	...	...	...	...	

AKOLA,
The 22nd May 1877.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hydrabad Assigned Districts.

B.—EDUCATION FORM II.

Return of Colleges and Schools, and the Scholars attending them for the official year beginning 1st April 1876, ending 31st March 1877.

Class of Institution.	Government Institutions.									Aided Institutions.								
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1877.	Average daily attendance.	Number of Scholars on the 31st March 1877, learning through		Religious or national classification of Scholars as on 31st March 1877.				Number of Institutions.	Number of Scholars on the rolls on the 31st March 1877.	Average daily attendance.	Number of Scholars on the 31st March 1877, learning through		Religious or national classification of Scholars as on 31st March 1877.			
				English.	Vernacular only.	Christians.	Hindus.	Muhammadans.	Others.				English.	Vernacular only.	Christians.	Hindus.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
COLLEGES NOT AFFILIATED TO THE UNIVERSITY.																		
Normal School for Masters...	1	41	32	...	41	...	27	14	...	...	...	...	...	...	...	...	...	...
Schools for boys, Higher Schools (English)	2	195	152	195	...	5	172	17	1	...	...	...	...	...	...	...	...	...
Do., Middle Class (reading through) Vernacular	35	4,682	3,462	...	4,682	12	4,128	530	12	...	...	...	...	..	...	...	...	...
Do., Lower and Primary Schools	*402	16,340	12,866	...	16,340	6	13,987	2,347	...	96	2,390	2,103	...	2,390	27	2,328	35	...
Schools for Girls, for natives of India	16	501	435	...	501	...	354	147	...	1	19	11	...	19	8	11	...	...
Mixed Schools (boys and girls)	...	...	...	...	...	...	...	...	...	1	10	8	10	...	10	...	...	...
Total ...	456	21,759	16,947	195	21,564	23	18,668	3,055	13	98	2,419	2,122	10	2,409	45	2,339	35	...

* Includes 4 Night Classes.

B.—EDUCATION FORM II.

Return of Colleges and Schools, and the Scholars attending them for the official year beginning 1st April 1876, ending 31st March 1877.—(*Concluded.*)

Class of Institution.	Unaided Institutions.									Grand total of Institutions.	Grand total of Scholars on the rolls on 31st March 1877.	Grand Total of				Remarks.
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1877.	Average daily attendance.	Number of Scholars on the 31st March 1877, learning through		Religious or national classification of Scholars on 31st March 1877.						Christians.	Hindus.	Muhammadans.	Others.	
				English.	Vernacular only.	Christians.	Hindus.	Muhammadans.	Others.							
1	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
COLLEGES NOT AFFILIATED TO THE UNIVERSITY.—(*Concluded.*)																
Normal Schools for Masters	...	...	...	...	...	...	...	...	...	1	41	...	27	14	...	
Schools for boys, Higher Schools (English)...	...	...	...	...	...	...	...	...	...	2	195	5	172	17	1	
Do., Middle Class (reading through) Vernacular...	...	...	...	...	...	...	...	...	...	35	4,682	12	4,128	530	12	
Do., Lower and Primary Schools	143	2,171	1,776	...	2,171	3	1,638	512	18	641	20,901	36	17,953	2,894	18	
Schools for Girls, for natives of India	...	...	...	...	...	...	...	...	...	17	520	8	365	147	...	
Mixed Schools (boys and girls)	...	...	...	...	...	...	...	...	...	1	10	10	...	...	...	
Total ...	143	2,171	1,776	...	2,171	3	1,638	512	18	697	26,349	71	22,645	3,602	31	

AKOLA,
The 22nd May 1877.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

B.—EDUCATION FORM III.

Receipts and Expenditure from all sources of Educational Establishments in the Hyderabad Assigned Districts, for the official year beginning from 1st April 1876, ending on 31st March 1877.

Nature of Establishments.	Received.																											Expended.			Remarks.
	Grants from Provincial Revenues.			Local rates or classes.			Endowments.			Subscriptions.			Municipal Grants.			From revenues of Native States.			Fees and fines.			Funds not included in foregoing headings.			Total.			Total.			
1	2			3			4			5			6			7			8			9			10			11			12
	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	
Direction	18,619	3	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18,619	3	10	18,619	3	10	1. By comparing this statement with the one given under para. 72, it will be seen that the items under General Revenues, Educational Cess, and Municipal Fund correspond.
Inspection	26,364	3	10	480	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26,844	3	10	26,844	3	10	
Colleges or Departments of Colleges not affiliated to the University Normal Schools.																															
For Masters—Government ...	3,143	1	8	369	5	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,512	7	4	3,512	7	4	2. Under column 5 are included, besides the sum of Rs. 542 paid through the Government Treasury by the people for Government Girls' schools and school-houses, subscriptions received by the Managers of private schools directly from the people.
Schools for Boys.																															
Higher Class, English—Government	22,731	5	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	795	2	3	...	...	...	23,526	7	4	23,526	7	4	
Middle Class, Vernacular—Govt...	63,971	5	3	...	...	...	...	...	...	...	...	...	180	0	0	...	...	...	5,024	3	0	192	0	0	69,367	8	3	69,367	8	3	
Lower Class and Primary { Govt. ...	67,640	11	6	50,375	15	3	...	...	...	...	...	...	180	0	0	...	...	...	13,096	8	3	...	...	...	1,31,293	3	0	1,31,293	3	0	
Lower Class and Primary { Aided ...	900	0	0	1,365	6	3	...	...	...	6,684	5	5	...	...	...	...	...	...	97	11	6	177	8	0	9,224	15	2	8,876	4	11	3. Column 8 shows fees and fines levied in Government and private schools. These items have also been included in column 11, as the fees and fines of Government schools were paid into the treasury, and of private schools appropriated by the Managers.
Schools for Girls.																															
For Natives of India... { Govt. ...	3,175	1	6	99	8	0	...	...	...	97	8	0	1,115	7	1	...	...	...	...	...	...	1,954	2	5	6,441	11	0	6,441	11	0	
For Natives of India... { Aided ...	300	0	0	...	...	...	...	...	...	282	0	0	...	...	...	...	...	...	...	...	...	...	...	...	582	0	0	600	0	0	
Mixed Schools for boys and girls. } Aided ...	180	0	0	...	...	...	...	...	...	43	13	7	...	...	...	...	...	...	126	8	0	...	...	...	350	5	7	350	5	7	

B.—EDUCATION FORM III.

Receipts and Expenditure from all sources of Educational Establishments in the Hyderabad Assigned Districts, for the official year beginning from 1st April 1876, ending on 31st March 1877.—(*Concluded.*)

Nature of Establishments.	Received.																								Expended.						Remarks.
	Grants from Provincial Revenues.				Local rates or cesses.				Endowments.				Subscriptions.				Municipal Grants.				From Revenues of Native States.				Fees and fines.				Funds not included in foregoing headings.				Total.				Total.				
1	2				3				4				5				6				7				8				9				10				11				12
Scholarships.	Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		
In Colleges—Government ...	2,443	3	0		..	..	..		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		2,443	3	0		2,443	3	0		4. In Column 9 there are two items : one of Rs. 5,301-2-6, and the other of Rupees 1,607-4-7, other than those given under Town Funds in Statement under para. 72. The first consists of sale proceeds of books in the Government Book Depot and the other of presents given by the people to schools and scholars. Both these items have been included in Column 11., as the first was paid into the Government treasury, and the other expended according to the wishes of the donors.
In Schools— do. ...	4,791	11	8		2,555	6	0		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		7,347	1	8		7,347	1	8		
School-Houses.																																									
Buildings	16,010	1	9		15,335	9	6		...	...	...		444	8	0		...	...	...		...	...	...		...	...	...		8,964	3	8		40,754	6	11		40,754	6	11		
Repairs	...	..	...		5,113	13	3		...	...	...		...	...	...		10	0	0		...	...	...		...	...	...		49	8	0		5,173	5	3		5,173	5	3		
Miscellaneous.																																									
Book and Prize allowance ...	1,785	0	0		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		1,785	0	0		1,785	0	0		
Government Book Depot ...	7,601	6	2		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		7,601	6	2		7,601	6	2		
Sale proceeds of Books... ...	...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		5,301	2	6		5,301	2	6		5,301	2	6		
School Furniture	...	...	...		2,440	0	5		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		2,440	0	5		2,440	0	5		
Pay of Clerk in the Deputy Commissioner's Office at Amraoti and Buldana	...	...	...		317	8	0		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		317	8	0		317	8	0		
Contribution towards the Local Fund Engineer's Office Establishment, Akola district	...	...	...		3,270	0	0		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		3,270	0	0		3,270	0	0		
Presents made by the people to the Government schools	...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		...	...	...		1,607	4	6		1,607	4	6		1,607	4	6		
Total ...	2,39,656	7	3		81,722	8	4		...	...	...		7,552	3	0		1,485	7	1		..	...	...		19,140	1	0		18,245	13	1		3,67,802	7	9		3,67,471	13	6		5. Column 11. contains all the items included in the Statement under para. 72, *plus* the items given in Column 8, and the additions in Columns 5 and 9.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

AKOLA,
The 22nd May 1877.

B.—EDUCATION FORM IV.

Distribution of Government Colleges and Schools and of all Schools and Colleges aided and inspected by Government in the several Districts under the Hyderabad Assigned Districts.

Names of Districts and Native States.	Vernaculars spoken.	Area in square miles.	Estimate of population.	Number of schools.	Number of scholars on the rolls on 31st March 1877.	Average number of square miles to each school.	Percentage of scholars to population.	Remarks.
1	2	3	4	5	6	7	8	9
Akola	Marathi and Hindustani.	2,654	460,615	151	6,649	17·6	1·4	
Buldana		2,794	365,779	149	5,117	18·8	1·4	
Basim		2,958	276,408	83	2,844	35·6	1	
Amraoti		2,767	501,331	144	5,497	19·2	·1	
Wun		3,835	323,689	57	1,923	67·2	·6	
Ellichpur		2,623	278,576	113	4,319	23·2	1·6	
Total ...		17,631	2,206,398	697	26,349	25·3	1·2	

AKOLA,
The 22nd May 1877.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

No. 434-A. of 1878.

FROM

A. J. DUNLOP, ESQUIRE,

Officiating Secretary for Berar to the Resident,

Hyderabad,

TO

W. B. JONES, ESQUIRE,

Commissioner, Hyderabad Assigned Districts.

DATED HYDERABAD RESIDENCY, *the 30th July* 1878.

SIR,

I AM directed to convey the following remarks by the Resident on the Educational Report of the Hyderabad Assigned Districts for 1877-78 received with your memo. dated the 15th June.

2. In pursuance of a policy recognizing sound primary education in the vernacular of the Province as the chief object to be kept in view, two Middle Class schools have been relegated, during the year, to the lower grade; three female schools closed (or converted into Boys' schools); one Hindustani Boys' school converted into a Marathi one; three Hindustani schools absorbed into Marathi schools of which they now form branches; and 13 new Marathi Lower Class schools have been opened.

With these modifications and additions to the strength of the department, there were at the end of the year 370 Lower Class Marathi schools with an attendance of 15,883 pupils, as against 354 schools, with 14,584 pupils, at the corresponding period in the preceding year, while the number of female schools was reduced from 16, with nominally 501 pupils, to 13 with 401 pupils, and Middle Class schools from 35 to 33, the number of pupils attending them being now 4,406, as against 4,682 at the end of 1877.

The total attendance at Government schools was 22,638, as against 21,759, being an increase of 879 pupils. The increase, it is said, would have been still larger had it not been checked by the pressure of high food prices; the scarcity of water; and sickness in some parts. The Resident was prepared to learn that the first two of these causes had interfered to some extent with educational measures, but he was not previously aware of the third cause, and now regrets to hear of it. It would seem, however, from the evidence afforded by the Sanitary Report, that the sickness referred to was not of a fatal type, the mortality of the year being notably less than that of several preceding years. But notwithstanding counteracting causes the attendance at the close of the year was the largest yet recorded, and the Director may be congratulated on this result, as well as on the progress made in the extension of primary education.

The number of private schools is said to have decreased from 241 to 229, but the returns on this head are still very unreliable—a point to which, it is observed, you are now giving attention.

The Resident concurs fully in your remarks at paras. 3—5 on the great importance of the establishment of more private schools. Sir R. Meade has always been in favor of giving every possible encouragement to the

extension and improvement of these schools, and in view of the demand that exists in Berar for new schools, and the fact that, although by some further re-adjustment of expenditure a few more Government schools may be opened, we have virtually reached the end of our financial resources, he trusts that the Director, with the aid of the rules recently sanctioned, may find it possible to effect some substantial progress during the current year in this direction, which should be regarded by all officers concerned in the advancement of education as the ultimate aim of our efforts in this branch of the administration.

University education.

3. Of 10 youths who were studying at the end of the year, 5 were in the Elphinstone College, of whom 2 were preparing for the B. A. and 3 for the F. A. examinations; 2 were in the Deccan College preparing also for the latter examination; and 3 were in the Civil Engineering College. Out of 20 scholars sent up to date from Berar to the Universities, only 1 has taken a degree, and so far the results on this head are not very satisfactory.

High schools.

4. The report on these schools shows some improvement. 50 out of 64 boys who were examined, or 78·1 per cent., passed at the annual examination of the Akola High school, as against 32·9 per cent. in the preceding year, and of 7 boys who were sent from it to the matriculation examination 3 were successful.

The effects of the bad management of the Amraoti school, on the part of its late head master, are apparent in the results of the annual examination, at which only 25 out of 83 boys, or 30·1 per cent., succeeded in passing the various standards, while 5 boys who went up to the matriculation examination all failed. But with due attention the present teaching staff should be able, without much difficulty, to bring this school up to the position it ought to hold in the province, and the Resident will expect to see very much better results from it next year.

Your remarks on the entrance examinations for these schools are approved. It is obviously desirable that boys should be allowed to choose between the two High schools. In some instances it may be more convenient for those from Middle Class schools in West Berar to board at Amraoti rather than at Akola, or *vice versa*, and the matter should be left entirely optional. At the same time the adoption of your proposal that the examination papers of the two schools should be dealt with by the same officer will prevent any feeling that the examination at one school is less severe than that at the other.

Middle Class schools.

5. The Resident's views on the general position and duties of Middle Class schools have been fully explained on previous occasions, and need not be repeated here. As feeders to the High Schools they may be considered to have done fairly good service, in sending up during the year 148 boys, 73 of whom passed the entrance examination successfully, and the Director's account of them shows that some are really useful and prosperous institutions worthy of every encouragement. But if any proof were needed of the extravagance of having so many as 33 Middle Class schools in Berar, it is supplied in the comparison you have drawn between the Central Provinces in this respect, and in the fact that our 23 *Anglo*-vernacular schools are teaching English to only 542 boys, or on an average to 23 in each school. In the Yeotmal Anglo-vernacular school there were only 11 boys learning English at the end of the year, which is a number entirely disproportionate to the extra cost entailed by the school being treated as an English-imparting institution. It is perhaps desirable to have a school of this class at the head-quarters of a district, but at the same time more must be demanded of such schools than is at present being effected by the Yeotmal school.

At para. 7 of your memo. you have drawn attention to the classification of Middle Class schools into zillah, taluka, and town schools, and suggested that they should rather be graded according to the number of their pupils

The Resident is disposed to concur in this view, and would wish the Director to take it into consideration.

Lower Class schools.

6. The report on these schools shows considerable improvement. The attendance, as already noted, increased by 1,232 pupils, and out of 17,824 in Marathi schools who were present at the time of examination, 10,807 were examined, of whom 5,965 passed, being 55·2 per cent., as against 47·3 who passed in the preceding year.

In the Hindustani schools some slight improvement is also noticeable. Out of 1,606 boys on the rolls 831 were examined, and of these 331, or 39·8 per cent., passed as against only 21·9 per cent. in 1876-77.

The Resident has read carefully the remarks at this portion of the report on the question of teaching the 4th standard in primary schools. There can be no doubt that at present the generality of boys do not remain long enough at school to study that standard even if it were taught, and further, there is certainly no room for an increase to establishments at the expense of the State. At the same time, if Assistant Masters are provided under the arrangement recently proposed of utilizing school fees for this purpose, the Director may have it in his power to meet the most pressing requirements in this respect, and in all other cases where there is a desire to have the 4th standard taught its introduction should, as you propose, be made contingent on the people themselves providing funds for the pay of a junior teacher to take the lowest class in such schools.

In reference to your remarks in regard to Mahomedan schools, I am to explain that the Resident's wish has always been to have a Mahomedan master to teach a Hindustani class in Marathi schools where the Mahomedans are sufficiently numerous to form such a class, and that this measure should, as far as possible, supersede the maintenance of separate Hindustani schools. Such pupils would of course be instructed in Marathi with the rest of the schools. The Director seems to experience a difficulty in prevailing on Mahomedans to accept instruction in Marathi, but this is a prejudice on their part which will no doubt be overcome in time.

Female schools.

7. The report on these schools continues to be very unfavourable. There does not seem to be one of the 13 now in existence to which the Director can point as a success. The Resident regrets very much to see that the Free Church Mission Girls' School at Akola is included among the failures. This school at one time possessed some marks of promise, but if it has fallen to the low state now described, it will be necessary to consider whether it is any longer deserving of the Government grant of Rs. 25 per mensem contributed towards its maintenance, and I am to request that a special report may be submitted on this point.

Night classes.

8. The Director should consider the respective merits, or demerits, of these classes, and not hesitate to close them when he is convinced that they are doing no real good, and are maintained merely for the benefit of the masters in charge.

Training college.

9. The progress of the Training college has suffered in some respects from the neglect of the late Principal. It is unfortunate that so many changes in the teaching staff were necessary, but it is very important that the college should always have the best teachers available.

The question of providing for a due supply of properly trained teachers, to which you have referred at para. 12, is one of very great importance, and the Resident will be prepared to support any well-considered proposals on this head that may appear likely to meet the requirements of the case. Sir P. Mandlik's views in the matter of retaining incompetent teachers have

previously been very clearly expressed. He is glad to observe that the Director is fully alive to the necessity that exists for remedying this evil, while at the same time, so far as can be judged from the information afforded in the report, there is no reason to suppose that undue haste is being exhibited in effecting the requisite changes. On the contrary the Director has shown to the Resident's satisfaction that he has not done more in this direction than was absolutely necessary for the efficiency of the department.

Private schools receiving fixed monthly grants.

10. With the exception of the school at Ellichpur for European and Eurasian children, which is said to be doing fairly well, the report on these schools is very disappointing. Notwithstanding that they have for long been supported by most liberal grants, and should, under ordinarily good management, have become really useful institutions, they are now all condemned as failures. It is impossible to continue supporting schools that have earned so bad a character as is now imputed to these, and their position should at once be considered in reference to the new grant-in-aid rules for such schools.

Indigenous schools.

11. The fact, stated at para. 53, that 161 Indigenous schools were closed during the year and 149 opened, or re-opened, shows that little improvement has taken place in the position of schools of this class. It is observed however that 195 of them were inspected during the year, of which 67 were awarded grants-in-aid, and 48 were given prizes in the shape of books, and there are undoubtedly grounds for hoping that the greater interest now evinced by Government officials in these schools; the increasing demand for education; and the application of the new grant-in-aid rules may before long be productive of appreciable results.

Assistant teachers.

12. The Resident quite recognizes the necessity that exists for strengthening the teaching staff by the addition of assistant teachers, and he trusts that they may soon be sanctioned. The question is at present, however, delayed for information required by the Government of India, which the Director should lose no time in submitting.

Castes of pupils.

13. Compared with the preceding two years the percentage of different castes attending Government schools was as follows:—

	1877-78.	1876-77.	1875-76.
Brahmins	15·9	16·2	15·7
Kunbis and Malis ...	26·8	26·	24·7
Musalmans	13·7	14·	15·3
Low castes	1·9	1·8	2·1
Other Hindus	41·6	41·8	41·8
Others...	·1	·2	·1

The Director rightly regards the increase in the number of Kunbis and Malis as a very satisfactory feature in these returns. The proportion of Mahomedans has slightly decreased, although the number receiving education was actually 35 more than in the preceding year. The number of low caste boys increased by 42, but is still very small, being only 435.

Exhibitions and scholarships.

14. The 35 exhibitions of rupees 4 each to be held in Middle Class schools are not yet much sought after, as is proved by only 28 having been awarded during the year. Of 52 exhibitions for the High schools 34 were allotted, as were also 10 out of 12 University scholarships. In all only 115 scholarships and exhibitions were awarded out of 204 sanctioned, from which it may be inferred that there is as yet little desire among the pupils in our schools for higher education.

Physical education.

15. The Resident is glad to observe that physical education is receiving due attention. He considers it deserving of every encouragement, and trusts that full advantage may be taken of the services of the gymnasts recently sanctioned for each district.

Boarding establishments.

16. The report on the Boarding establishments at Amraoti and Akola is very satisfactory. They are no doubt most convenient institutions for boys whose homes are at a distance, and now that they have become so appreciated there should be no difficulty in their being made self-supporting.

School-houses.

17. 15 school-houses were completed during the year, and 11 were under construction, the total expenditure on construction being Rupees 10,816-6-11, and on repairs Rupees 8,093-11-7.

The Resident quite concurs in the Director's remarks on this head at para. 84. He is himself strongly in favor of unpretentious *dhaba* buildings for primary schools, which, as shown by the Director, can be constructed for less than a fourth of the cost of several buildings on the old standard plan lately erected in the Amraoti district. The number of school-houses still to be supplied should be stated in the next report. You have yourself no doubt arranged for the supply of proper floor-matting to schools where this is wanting, as noted at para. 19 of your memo.

Book Depôt.

18. The Book Depôt seems to have failed to meet the demands made on it during the year. It should always be furnished with an ample supply of the standard books, and the arrangements now made will no doubt provide for this.

Inspection.

19. The Resident has already signified his approval of the principle that one thorough inspection is better than two or three cursory ones. The work done under this head during the year may be regarded on the whole as satisfactory. With reference, however, to your remark at para. 27, the Resident would certainly wish the Educational Inspector to inspect as many Lower Class schools as possible, and he should be instructed accordingly.

School committees.

20. The Resident fully shares the Director's views in regard to the value of school committees. He is very anxious to see them generally take a lively interest in their village schools, and he begs that all Government officers who come into communication with the members of these committees will further this object as far as it is in their power to do so. The instances referred to by the Director at para. 100 show what Committees can do when they are well selected and encouraged to work.

Expenditure.

21. Compared with the Central Provinces, the expenditure in Berar from general revenues is proportionately very high, and there is certainly no room for further expenditure from that source. Your remarks on this head at para. 23 are quite in accord with the Resident's own views, and I am to beg that they may be regarded as embodying the policy to be observed in future in this matter.

Fees.

22. The scale of fees in the High schools was slightly increased, which resulted in their aggregating Rs. 854-13, as against Rs. 712-7 in the preceding year. The Director is now considering whether vacation fees, and fees on re-admission, may be charged with any advantage and without materially affecting the attendance in schools. His report on this subject will be awaited, and in the meantime I am merely to say that the Resident is generally in favor

of raising fees to a reasonable figure, and thinks that those of the High schools, notwithstanding their recent increase, are, in particular, too low.

Popular contributions.

23. It is very satisfactory to find that voluntary contributions for educational purposes amounted during the year to Rs. 4,301-15-9. The greatest portion of this sum was raised in the Akola district where, for buildings alone, the people contributed Rs. 2,409-10-9. The exertions of the Deputy Educational Inspector of that district in raising these subscriptions are highly commendable.

24. The above appear to be the chief points calling for notice in this report. The report itself, although a little wanting in conciseness, is a very good one, and the Resident has read it with much attention and interest.

Sir R. Meade has also read with interest the Deputy Commissioners' reports on the educational measures in their districts, some of which are well worthy of perusal, and form valuable supplements to the Director's report.

In conclusion, it only remains for me to convey Sir R. Meade's approval of Rao Bahadur Narayan Bhai Dandekar's control and administration of the Department during the past year, and hearty concurrence in your commendations of his proceedings.

I have the honor to be,

Sir,

Your most obedient Servant,

A. J. DUNLOP,

Offg Secretary for Berar to the Resident,

Hyderabad.

Memo. by Commissioner, Hyderabad Assigned Districts.

THE general results of the year, as far as regards Government schools and scholars, may be summarized as follows: Middle Class schools have, in pursuance of a policy long ago determined on, been reduced from 35 to 33, these scholars falling from 4,682 to 4,406; Lower Class schools have risen from 398 to 412, and their scholars from 16,231 to 17,463: Female schools have declined from 16 to 13, with the loss of 100 scholars. Everything else remains much as in the preceding year. Considering the unfavorable circumstances of the year (para. 5 of the report) the general result may be regarded as satisfactory.

General statistics.—Government schools—Paras. 3 to 5.

2. The number of schools receiving grants-in-aid by result rose from 49 to 59, but the increase brought with it only 98 additional scholars.

Private schools—Paras. 6 and 7.

The Director's remarks regarding the untrustworthiness of the statistics of private schools, supplied to him by Tahsildars, shall receive attention.

3. The comparison made in para. 8 of the report between the state of education in Berar and in adjacent provinces is not without interest, but it fails, so far at least as the Central Provinces are concerned, to bring into view one of the most important features of the case. The great difference between the Central Provinces and Berar lies in this, that schools here are almost all Government schools, while there Aided schools are numerous, and, I believe, constantly increasing in importance.

Comparison between Berar and adjacent Provinces—Para. 8.

If we have regard simply to the number of schools open, the comparison is most favorable to Berar;* but if, on the other hand, we look to classification of schools as Government and Private, and bring the two provinces to what I regard as the real test of educational progress, *viz.*, the prospect that education may soon become the affair of the people themselves, instead of depending entirely on Government, the case for Berar is by no means so good, as the following figures will show :—

* The Central Provinces suffer somewhat from the fact that the Southern Circle contains the immense but wild zamindaris of Chanda, and the remote district of the Upper Godavery.

	Central Provinces.			Berar.		
	Government.	Private.		Government.	Private.	
		Aided.	Unaided.		Aided.	Unaided.
High schools	1	3	...	2	...	...
Middle Class schools for boys...	44	16	1	33	...	...
Primary schools for boys ...	755	575	133	412	75	163

The 575 Aided primary schools, in the Central Provinces contain no fewer than 26,492 scholars, against 46,322 in the Government schools.

It is an easy thing to open schools with Government funds: the difficult thing is to induce the people to start and support their own schools.

But the task is not more difficult in Berar than in the Central Provinces.

The large number of unaided private schools (163) shows how wide a field is open for energy in this direction, and my hope is that the Director Public Instruction will now recognize it as his chief work.

4. The Resident has recently stated that under no circumstances will he be prepared to increase the grant from General Revenues for educational purposes. In the reasonableness of this resolution I should, if I may so express myself, in any case acquiesce, but I positively welcome it because I believe that its effect will be to turn the minds of officers of the Educational Department, and especially of district officers, in the direction in which I want to see progress made. Hitherto we have been almost too well off. The desire for education is undoubtedly spreading. Petitions for new schools are, the Director writes, "flung into my tonga," and can now be gratified only* by making the people pay a part of the cost of what they want.

* Economies effected in reducing Middle Class schools will help a little.

My feeling on this subject led me some months ago to propose the new grant-in-aid Rules (Book Circular II. of 1878), the issue of which I regard as the chief educational measure of the year. The Director has somewhat strangely omitted to refer to these rules, although he refers to a revision of the rules for grants by results, rules which, in the present state of private schools, are of quite minor importance. Applications under the new Rules have already commenced.

5. The question of abolishing one of the High schools was discussed in the papers submitted to the Resident with my letter No. 1024, dated 22nd March 1878, and I shall not recur to it. The state of the Amraoti High school demands the Director's best attention.

High Schools.—Paras. 12 to 21.

I concur with the Director in thinking that boys should be left perfectly free to choose between the two High schools; but as there seems to be an idea abroad that the severity of the entrance examination varies at the two schools, I would suggest that the examination papers should be scrutinized by the same examiners for both schools.

6. The figures given in para. 3 above may be adduced in proof of the expediency of the decision taken to reduce the number of our Middle Class schools. Berar, after considerable reduction, possesses 33 of these schools, against 44 (Government) in the whole of the Central Provinces.

Middle Class schools.—Paras. 22—28.

7. I do not see the object of dividing Middle Class schools into Zillah, Taluka, and Town.

The division by no means corresponds to any classification according to size, for at two of the zillah schools, and many of the taluka schools, the attendance is much below that of some of the town schools.

If the schools were arranged according to their grade in a list which should show the number of pupils and the population of the place, some useful information would be afforded, and it would be seen how urgently a new grading is required.

8. I entirely concur in the conclusion at which the Director arrives (on the point raised by Captain Bullock) "that some time must elapse before we can conveniently and profitably raise the studies of the village schools, if the change is to be made at the cost of educational revenues." Something will probably be done in this direction when our difficulties regarding the grading system are surmounted, and assistant masters can be employed;

Lower Class schools.—Paras. 29—33.

but to the great majority of applications to have the 4th standard taught, I should make reply by asking the people whether they are willing to pay for the advantage; in other words, whether they will pay for an assistant master on, say, Rs. 6 to take the lowest class.

Mahomedan education.—Para 34.

9. Referring to para. 6 of the Resident's review of education in the first half year of 1877-78, I would observe that, with respect to Mahomedan education, there are three courses open to us :—

(*a.*) We may have independent Mahomedan schools.

(*b.*) We may have branch schools, *i. e.*, we may annex Mahomedan to Marathi schools, making them, as a rule, meet in the same building, and placing the Mahomedan school under the general superintendence of the master of the Marathi school.

(*c.*) We may have neither independent nor branch schools, but merely give a Mahomedan master to teach the Urdu language when the number of Mahomedan boys may render this expedient.

By this third plan, Hindu and Mahomedan boys are mixed up in the same classes, except where Urdu is being taught. Arithmetic and Geography are fortunately independent of race or language. Now, I do not feel quite sure whether in the para. I have referred to, the Resident meant to express approval of (*b.*) or (*c.*). My own opinion inclines to (*c.*), and chiefly on this account, that it secures for Mahomedan children far higher teaching than we can possibly give them by (*b.*) or (*a.*). The Director contrasts the success of Mahomedan boys with that of Hindus in examination. He, I think, forgets that a large proportion of the latter are instructed by masters on salaries varying from Rs. 50 to 125 Rs., while the number of the former who are taught by masters drawing more than Rs. 20 or Rs. 25 is very limited. We can never give first class masters to Mahomedan schools, whether branch or independent, owing to the small number of the scholars. The Director doubts whether Marathi teachers would be understood by Mahomedan boys, and thinks that the plan would be unpopular with the Mahomedan community. On this point enquiry is now being made, but I may note * that 1,034, out of a total of 3,090 Mahomedan scholars, are already receiving instruction in purely Marathi schools, and, the Director adds, "when thus taught from the beginning do much better than boys in Mahomedan schools or classes." During the year a considerable step has been made towards increasing branch schools, as the table in the margin will show. The Educational Inspector does not think that the move has been a successful one. He remarks: "The experiment of attaching Hindustani classes to the Marathi schools cannot be said to have become successful, at least as regards the Middle Class schools. The average attendance in these classes hardly exceeds 10, and the progress is very limited. The generality of the Mahomedans in Berar are poor, and they cannot be expected to wish their sons to learn Urdu and Persian merely for learning's sake. Marathi and English are the languages used in the courts and offices, and there are no Government places in Berar, except the few masterships in this Department, to which Urdu scholars can aspire." The tendency of these remarks is to show that the interests of Mahomedans will be best promoted by plan (*c.*). This plan alone will secure for them the *best* teaching, and instruct them in languages which will be useful to them in life.

* Para. 65 of Report.

On 31st March.	Lower class independent schools.	Lower class branch schools.
1877	43	4
1878	42	10

10. During my cold weather tour I perceived, or thought that I perceived, the existence among Mahomedans of a feeling that, within the last

two years, their interests in the matter of education had been neglected, and especially that Mahomedan masters had been treated with undue severity.* The first of these ideas has been, I believe, the natural result of reductions which have affected Marathi schools as well. To test the latter I have obtained from the Director of Public Instruction a return showing what had become of the Hindustani masters who were in the department on 30th April 1875. The result is that out of 89 masters then employed, 12 have resigned or died; 20 have been dismissed or compelled to resign; 9 have had their pay reduced; 16 have had their pay increased; 31 remain in the positions which they formerly held. The number of masters who have suffered reduction of pay or have been dismissed is very large, and sufficiently accounts for the feeling to which I have referred; but I am compelled to say that I believe the rigour which has been shown to have been necessary, owing to the incompetency of the masters. I look forward to the time when the places of the dismissed masters shall be filled by masters trained at the Training college which Mahomedan students largely frequent.

* The Hindustani Deputy Educational Inspector speaks of "the terrible examples of masters incurring permanent and temporary losses," &c.

11. I see that in the Central Provinces, as here, female schools are stated to "show no vitality," and to be "in advance of the wishes of the people." My views regarding Miss Carpenter's scheme were submitted to the Resident in letter No. 1,054, dated 12th December 1877.

Female education.—Paras. 37 and 38.

12. The discussion in which the Director enters in this part of his report shows that inefficient masters must be got rid of or improved, and further that the improvement of masters who are of middle age or old is almost impossible.* Reduction is deprecated both because it causes discontent, the "worst disqualification for a Berar schoolmaster," and because bad masters are "generally worth less than what they are reduced to." In all this one may concur, but what one would like to be assured of is that an adequate supply of trained masters is forthcoming. The fact that out of 755 masters 574 have received no training is one of the utmost gravity, and I do not see that as yet adequate steps have been taken to remedy the evil. The Training school, unless its attendance greatly increases, will never give the required supply of masters. At the end of the year there were 44 students, the number of Government schools being 465.* The Director is, I think, bound to make such proposals as may enable him within some reasonable time to lay down a rule that none but certificated teachers shall be entertained in Berar.

Training college, and the supply of teachers to schools.

* During the course of the year 10 masters were dismissed; 37 were reduced; 20 were fined.

* In the Central Provinces there were 259 students to 886 schools on 31st March 1877.

13. The school at Ellichpur is, owing to the interest taken in it by the Deputy Commissioner, in a more prosperous condition than it has been in for some time past. Another school of the same class has been, or is about to be, opened at Amraoti under the new grant in-aid rules.

European and Eurasian schools.—Para. 51.

14. It will be seen from what has gone before, how much importance I attach to private schools. Next year I trust that more accurate information will have been obtained regarding them, and that the new grant in-aid rules will have increased their number, and *will have created a better class of private schools.* Many of the schools which appear in the returns are so ephemeral and so low in the educational scale that no rules that can be framed will benefit them. The Director gives a curious glimpse of the mean shifts to which the masters in these schools are driven for a living.

Indigenous schools.—Paras. 52—57.

15. Effect is about to be given to the recommendations of the Prison Conference, 1877, in regard to these schools. The fact that 4·1 of the prison-going population

Jail schools.—Paras. 58—60

are entered as educated at Akola, against 1·2 at Amraoti, indicates some divergence of opinion on the part of the jail superintendent as to what a knowledge of reading and writing means.

Assistant masters.—Paras. 61—63.

16. Assistant masters are the greatest immediate educational want of Berar at the present time. We have also to re-grade our schools, and to re-consider the principle on which they have have been allotted, some to provincial revenues and others to cess funds.

In my letter No. 1,098, dated 22nd December 1877, I was able to show what the difficulty which has hitherto stopped the way is. These questions now await the decision of the Government of India on that reference.

School Paper.—Para. 80.

17. The Berar school paper is a singularly unambitious, but really useful production. By recording school events, such as the promotions of masters, and the liberality of private benefactors, it does a great deal to excite public interest in school matters.

School-houses.—Paras. 81—85.

18. It would have been useful if the Director had given a statement showing what remains to be done in each district in the way of building. Government schools have, roughly speaking, reached their maximum development, and one would like to see how far we are from the end of our school-building expenses. *Some* expense under this head there will always be, even for new buildings, but where all existing Government schools have been provided with decent school-houses, it should be very little.

School furniture.—Paras. 86—89.

19. In Berar it is not sufficiently remembered that the first and most necessary article of furniture for a school is decent matting or a floor cloth. I have been very much struck with this want. I have seen well-dressed children sitting on rags and white chunam dust in school-houses which had cost some 7,000 or 8,000 rupees.

Book depot.—Paras. 91—95.

20. It will be gathered from the Director's remark under this head that the arrangements for the supply of school books to schools have been by no means perfect.

Inspection.—Paras. 96—99.

21. Under this head, I would simply remark that I concur thoroughly with the Director of Public Instruction in his plea for thoroughness in inspection; one thorough inspection is worth many inspections which are not thorough. *The former alone instruct the master, and open his eyes to his own deficiencies.*

School committees.—Para. 100.

22. The Director has not yet complied with a suggestion made to him in November 1877, that he should draw up and lithograph a set of instructions for school committees. At present committees are apt to think that their only duty is to drive more boys to school.

It must, however, be admitted that committees are not likely to do very much until we leave them a few rupees to spend.

23. The table in the margin in which our expenditure on education is compared with that in the Central Provinces may serve to illustrate further the propriety of the Resident's decision that further grants from provincial revenues shall not be made, and to direct the attention of the Director of Public Instruction and of Deputy Commissioners to the duty which lies on them of making education self-supporting, and therefore economical. Education is expensive in Berar, because, roughly speaking, the schools are all

Expenditure.

	Central Provinces.	Berar.
	Rs.	Rs.
General revenues.	3,48,326	2,23,332
School cess ...	1,35,073	74,158
Other funds ...	1,52,957	4,417
Total ...	6,36,356	3,01,902

Government schools, and the private schools nowhere. The failure in town fund subscriptions this year makes the proportion of the cost of schools borne by Government revenue seem larger than it otherwise would, but that is a small matter. What I would urge is that in the *interest of education* the Director is bound to do something to increase the number of aided schools, and to show that he looks forward to the day when the functions of his office will be confined to two, *viz.*, inspection and training of teachers. No year will be regarded by me as quite a satisfactory year, in which no step shall have been taken to this end.

Fees.—Paras. 107—109.

24. I am glad to observe that the Director proposes to consider the question of increasing the scale of school fees. My own impression is that they may be increased, and that a fine on re-admission might have a good effect. This is not the place to discuss these questions, but it may not be out of place to note that out of 4,458 boys on the roll on 31st March 1877 in the Amraoti district only 209 remained continuously on the roll throughout the year. There were 4,249 withdrawals, and 4,605 re-admissions, most of them, no doubt, of the same boys. This irregular attendance is the curse of our schools, and if a fee on re-admission checks it, the loss of a few pupils may be easily put up with.

The Deputy Commissioner, Amraoti, while noting the above facts, notes also, and as a natural corollary to them, that in his district only 14 out of 533 boys, in Lower Class schools, have passed the 3rd standard, and only 180, out of 727, in Middle Class schools.

Reports by Deputy Commissioners.

25. I would invite the Resident's attention to the educational reports submitted by the Deputy Commissioners of Amraoti, Basim, and Akola. Colonel Menzies, although he has only recently taken charge of his present post, has reviewed the educational condition of his district in a very complete manner, and Captain Bullock's report is remarkably suggestive and affords evidence of the practical and intelligent interest which he takes in the progress of education. The Deputy Commissioner of Ellichpur submitted the report of the Deputy Educational Inspector before he received your letter No. 1305 of 19th March, or would have submitted a report from himself as well. No district officer in Berar takes a more active personal interest in schools than Captain Mackenzie. His visits to schools were almost as numerous as those of all other Deputy Commissioners put together.

The disposal of Educational Cess Fund is now removed from the control of the Deputy Commissioner. The farce of nominal responsibility is however extant.

The Deputy Commissioner, Buldana, has been asked to explain the remarks which I extract in the margin.*

Tahsildars have done more in the way of inspection than in previous years, but far less than they should have done.

Reports of Deputy Inspectors of schools.

"The above (table) will show that the visits of Deputy Commissioners and of the Assistant Commissioners have slightly decreased, but their co-operation is hearty and zealous."

26. The reports submitted by Deputy Inspectors of schools are very creditable to them, but they should abstain from all comments on the proceedings of district officers. Remarks like that extracted in the margin are out of place in their reports.

Work of the Educational Inspector.

27. The report of the Educational Inspector suggests the inference that he does not consider himself to be as much bound to visit Lower* Class as Middle Class schools. The latter he considers as more especially under his charge than the former, and so as far as regards *administration* they are. But with regard to *inspection* there should be no difference between the two classes of schools. As the result, perhaps, of this misapprehension of his

* He visited all the Middle Class schools, but only 98 of the Lower Class.

duties only 214 Lower Class schools out of 425 have been inspected this year by any officer of the department above the rank of Deputy Inspector, *viz.*, 98 by the Educational Inspector, and 116 by the Director of Public Instruction.

Director's Report—Suggestion with regard to.

28. In future years the Director should attach an index to his report, and should aim at compression.

My own remarks have, I fear, extended to undue length; but this is the first occasion on which I have had the opportunity of expressing my views regarding education in Berar, and this may, perhaps, serve as some excuse. As it is, I have left many subjects untouched, and have not attempted to give anything like a *resumé* of the Director's Report.

Educational Manual.

29. The Director has not referred to the Educational Manual, the preparation of which the Resident sanctioned in his letter No. 707, dated 17th November 1877. I had expected that the manual would have been ready before the end of the year.

30. In conclusion, I would state that I entirely concur in the opinions expressed in former reports of the value of Rao Bahadur Narrain Bhai Dandekar's services as Director. It is a source of special satisfaction to me to find a native gentleman administering a large department with so much ability, impartiality, and good sense.

I shall take care that the services of those private individuals whose names the Director mentions are suitably acknowledged hereafter.

W. B. JONES,

Commissioner,

Hyderabad Assigned Districts.

COMMISSIONER'S OFFICE,
Hyderabad Assigned Districts,
Amraoti, 15*th June* 1878.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

HYDERABAD ASSIGNED DISTRICTS

FOR

1877-78.

——:o:——

I HAVE the honor to submit my annual report on Public Instruction in Berar for the year 1877-78.

Changes in the teaching and inspecting staff.

2. During the year a few changes have taken place in the staff of superior teachers and inspecting officers. In the beginning of May last Mr. D. J. Macintosh, the Head Master of the Amraoti High school, was granted leave of absence on private affairs for six months, on the expressed understanding that he was not to return to his post after the termination of the period, and Mr. Vishnu Moreshwar Mahajani, First Assistant in the Akola High school, was sent to act in his place in the month of August. Mr. Parashram Sakharam, who had been appointed Principal of the Akola Training College on probation, was found, after a full year's trial, unfit for the post, and was removed in October. Mr. Nilkant Narayan Bhat, Second Assistant in the Akola High school, was appointed to succeed him. Mr. Waman Balaji Ozarkar, Deputy Educational Inspector of Basim, was suffering from general debility for some time, and was granted three months' privilege leave of absence in January. His sickness assumed the form of dropsy, and on the last day of the year terminated his career of more than 11 years' service in the department, at the early age of 33 years. For eight years he held the post of Head Clerk to the Director of Public Instruction, and all the officers who administered this department bore ample testimony to his willing and valuable assistance. Mr. Lakshman Govind Rishi, Head Master of the Basim English-Marathi school, who was appointed to officiate for him, still holds the charge of the district. Mr. Waman Ganesh Parajpe, Deputy Inspector of the Buldana district, was granted three months' privilege leave of absence in January, and Mr. Hari Moreshwar Shevde, Head Master of the Malkapur English-Marathi school, officiated for him up to the end of the year.

General Statistics.

Number of schools and scholars in the province.

3. The subjoined comparative statement shows the number of schools of all kinds in the province:—

	Description of Schools.		Number on 31st March 1877.		Number on 31st March 1878.		Increase.		Decrease.	
			Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Government.	High schools		2	195	2	214	...	19	...	...
	Middle Class schools..	Anglo-Marathi ...	32	4,456	31	*4,261	...	...	1	195
		Anglo-Hindustani.	3	226	2	145	...	...	1	81
	Lower Class schools.	Marathi ...	354	14,584	370	†15,883	16	1,299	...	...
		Hindustani ...	44	1,647	42	1,580	...	...	2	67
	Female schools ...	Marathi ...	11	362	10	318	...	...	1	44
		Hindustani ...	5	139	3	83	...	...	2	56
	Training College		1	41	1	44	...	3	...	...
	Night Classes		4	109	4	110	...	1	...	...
	Total ...		456	21,759	465	22,638	16	1,322	7	443
Private.	Boys' schools for Natives receiving fixed monthly grants....		5	169	5	167	...	...	...	2
	Girls' schools for Natives receiving fixed monthly grants....		1	19	1	14	...	...	...	5
	Mixed schools for Europeans and Eurasians receiving fixed monthly grants.. ...		1	10	1	18	...	8	...	...
	Schools which receive grants-in-aid by results		49	1,512	59	1,610	10	98	...	...
	Inspected and other Indigenous schools ...		185	2,880	163	2,730	...	...	22	150
	Total ...		241	4,590	229	4,539	10	106	22	157
	Grand Total ...		697	26,349	694	27,177	26	1,428	29	600

Number of Government schools.

4. The Government schools have increased by nine, and this addition, though small, is large enough for one year. The increase is a compound result of additions and changes. Two Middle Class schools—one Anglo-Marathi, and the other Anglo-Hindustani—were relegated to the Lower Class; one Marathi and one Hindustani girls' schools were converted into boys' schools, and another Hindustani girls' school was closed; one Hindustani boys' school was converted into a Marathi school; three independent Hindustani schools were converted into branches of Marathi schools; and 13 new Marathi schools were opened. To the net increase of nine schools shown under Marathi schools of the lower class, must be added three Hindustani branches attached to Marathi schools, some of which previously existed in the shape of independent schools, and some were fresh additions.

Number of scholars in Government schools.

5. There is a net increase of 879 scholars in Government schools. It is large enough, but would have been much larger, if some counteracting circumstances were not at work. Though there was no famine in Berar in the year under report, or in the year before that, grain was, and

* Inclusive of the number of scholars (68) attending three Hindustani classes attached to Anglo-Marathi schools.

† Inclusive of the number of scholars (165) attending the seven Hindustani classes attached to the Marathi schools.

is, as dear as in the famine districts, and the poorer classes live from hand to mouth. Water is scarce, and men, women, and children have to procure it with difficulty, or have abandoned their houses to seek relief in better supplied localities, and sickness, particularly among the children, has, in some parts of the province, committed great ravages, and has thinned the files of many of the schools. In the schools which I visited in the last two months of the year, I found the school-houses generally half empty. The Buldana Deputy Commissioner attributes the decrease of scholars in his district to these causes; but in spite of them, four other districts show a large increase, and I therefore think that they have not tended to prevent, but rather to retard progress.

Number of private schools, aided and unaided, and their scholars.

6. Private schools, aided and unaided, existing on the 31st March, are returned to be 229, against 241 of the last year. The number of schools receiving fixed monthly grants remains unaltered; and the number of those which received money grants by results has increased from 49 to 59. In the last year's Report this number of aided schools was stated to be 91, but in 42 of them the aid consisted of prizes to the pupils, and they are therefore separated from those which received money grants. The changes in these schools are so numerous and constant, and the information furnished about them through the Tahsildars is so untrustworthy, that one feels diffident to write anything about them in a public report with any degree of certainty. The Deputy Inspector of Amraoti states: "the closing of a school is seldom properly reported upon or any reasons given. A number of schools which existed the previous month are omitted in the next return, but again they appear thereafter, from which one is obliged to infer that the general return for the taluka is compiled from information that happens to be at hand at the time." I should not have thought it worth while to allude to this hackneyed subject again, if some glaring blunders had not been brought to my notice when comparing the figures for the two years. I had no means of checking the information furnished about the 91 schools which were reported to be in existence on the 31st March 1877, and which had received aid in money and books from Government during 1876-77; but I had received all the information about schools which were aided in this year, and I was surprised to find that 10 of them were not shown in the bimensal returns for February and March last. It could not be believed that they were closed, as one of them, which received a grant of Rs. 40, existed in Akola, and another, existing at Akot, was reported to have been closed. I do not know the case of the remaining schools; but I believe they could not have been all closed. The Deputy Inspectors ought to check the returns of the Tahsildars, when they know that they are wrong; but they are forwarded as received, probably because they are generally received very late. Some measures, however, must be adopted to ensure accuracy in the returns.

7. The attendance in private schools is stated to have decreased by 51 pupils. For the decrease of 12 schools, and under the circumstances stated in the above para., this decrease, if it be correct, is very trifling.

Comparison between schools and scholars of Berar, with those of the adjoining districts.

8. In the following statement I have compared the schools and scholars of Berar with those of the adjoining portions of the Bombay Presidency and Central Provinces:—

Province.	Area in square miles.	Population.	No. of schools.	Scholars.	Average No. of square miles to each school.	Percentage of scholars to population.	Average No. of pupils to a school.
Berar	17,711	2,227,654	694	27,177	25·5	1·2	39·2
North-east Division of the Bombay Presidency	24,949	2,666,377	620	33,860	40·2	1·2	54·6
Southern Circle of the Central Provinces ...	35,845	3,339,681	514	26,580	69·7	·8	51·7

The figures of Berar of this year are compared with those of Bombay for the last year (see page 18 of the Report for 1876-77), and with those of the Central Provinces for 1876 (see page 18 of the Report for 1875; no copy of a later report has been received in this office). The area and population of the Southern Circle of the Central Provinces are taken from the annals of Indian Administration. As the figures are not for the same year, the comparison is unfair; but supposing that the improvement in the other Provinces during the last one or two years is not very great, we may obtain some idea from the statement as to how little room there is left for extension of educational operations in this province. We have a large number of schools and scholars in proportion to area and population than either of them, and consequently the attendance for each school is much smaller, though, as stated in my report for 1875-76, it is larger than in Bengal.

Distribution of schools.

9. The schools are distributed among the several districts as follows :—

Number of schools and scholars on 31st March 1878.

Names of districts.	Area in square miles.	Estimate of population.	Government.										Private.										Total.				Average number of square miles to each school.	Percentage of scholars to population.	Average number of boys to Government schools.
			High schools.		Middle Class schools.		Lower Class schools.		Female schools.		Training College.		Night Classes.		Boys' schools for Natives receiving fixed monthly grants.		Girls' schools for Natives receiving fixed monthly grants.		Mixed schools for Europeans and Eurasians receiving fixed monthly grants.		Schools which receive grants by results.		Other indigenous schools.		Government schools.		Private schools.				
			Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.				
Akola	2,660	480,657	1	109	11	1,512	94	4,354	3	74	1	44	...	...	2	59	1	14	...	...	12	467	35	590	110	6,084	50	1,130	16·6	1·5	55·3
Buldana	2,804	386,309	...	...	7	826	68	2,929	4	148	...	...	...	...	2	47	...	...	...	...	13	216	49	867	79	3,803	64	1,130	19·6	1·3	49·1
Basim	2,858	276,573	...	...	4	492	57	1,940	1	22	...	...	...	...	...	...	...	...	...	...	12	284	10	149	62	2,330	22	433	35·2	1	38·5
Amraoti	2,759	501,331	1	114	4	727	87	3,960	1	57	...	...	3	90	1	61	...	...	...	...	8	247	30	556	96	4,928	39	864	20·4	1·1	51·3
Wun	3,907	323,762	...	...	3	334	45	1,560	2	64	...	...	...	...	...	...	...	...	1	18	2	39	10	110	50	1,958	12	149	6·3	·6	39·1
Ellichpur	2,023	279,022	...	...	4	579	61	2,820	2	56	...	...	1	20	...	...	...	...	...	...	12	357	29	458	68	3,475	42	833	23·8	1·5	51·1
Total ...	17,711	*2,227,654	2	223	33	4,469	412	17,463	13	401	1	44	4	110	5	167	1	14	1	18	59	1,610	163	2,730	465	22,638	229	4,539	25·5	1·2	48·6

* Area and population as given in Book Circular No. LII., dated 19th March 1878.

Wun, the largest of the districts, contains the smallest number of schools, and Basim, next to it in area, is also next to it in the paucity of schools. The villages in both of them are mostly small, and the schools poorly attended. There is no room for extension in either of them; nay, Captain Bullock states that he would have fewer schools with better progress. The Deputy Inspector of Wun, however, thinks that a few more primary schools are wanted in his district. Buldana is not so jungly as any of the above two, and the number of its Lower Class schools may admit of some increase; but notwithstanding the clippings of the last two years, its number of Middle Class and Female schools is still susceptible of further reduction. It was the first district in Berar in which costly schools were rapidly established without any regard to its capabilities, and its present school establishment from general revenues is as large as that of Amraoti, though the number of its schools is less by 16. It has the largest number of private schools, but they are thinly attended. Amraoti still contains many places where schools will succeed, but the present number is as large as can be managed by one Deputy Inspector. Akola has the largest number of Government and private schools put together, and yet applications for more are not few. The Deputy Inspector cannot conveniently manage them, and the Deputy Commissioner thinks they are more than enough. Ellichpur is the smallest district, its schools are proportionately fewer in number, but they are the best in attendance. The Deputy Inspector writes that "there is ample scope yet for extending our labours in the direction of primary education, as I have received several applications for village schools, and indeed the number of such applications would be still larger, if people but knew that their request would be granted." The latter portion of the remark is applicable to other districts also, as I had applications thrown into my tonga while passing from place to place.

University Education.

Number of Berar scholars and their progress.

10. There were ten Berar University scholars studying in the Bombay colleges on the 1st of April 1877, and two more were added in January 1878; but two left, one in June, on account of failure at the F. A. examination, and the other in January, on the expiration of his scholarship. Of the ten students five are in the Elphinstone College, two preparing for the B. A. examination, and three for the F. A. examination; two are in the Deccan College, both preparing for the F. A. examination, and the remaining three are in the Civil Engineering College, one studying for more than two years without passing in the F. C. examination, and the other two have lately joined. During the year no scholar became a graduate, except one ex-scholar, Mr. Ganesh Shrikrishna Khaparde, who was matriculated in 1872, and lost his scholarship in 1876. Two scholars passed the first examination in arts, and one of them has joined the law class. As mentioned above, two left their studies. Out of the twenty scholars hitherto sent to the Bombay Colleges, only one has succeeded in graduating himself, and four in passing the first examination within the terms of their scholarships.

Appointment of ex-scholars.

11. Mr. Hari Ramchandra Rohinkhedkar, the first graduate from the Berar scholars, has been appointed an assistant in the Akola High school on a salary of rupees 100. Of the other ex-scholars who have returned to Berar, four have been appointed as teachers in the High, Middle Class, and Lower Class schools, either permanently or to act. Every willingness is shown to assist them whenever there are opportunities to do so, but sometimes it is annoying to receive from them, and even from school boys, applications in which claims for employment and preferment are set forth more on the ground of their being natives of Berar than other qualifications. The educated young men of Berar will show better manners and obtain their object more easily by placing themselves on a par with other competitors than by appearing to stand on vantage ground.

High Schools.

The question of having one High school instead of two.

12. Ever since 1872 the question of abolishing one of the High schools was often discussed. The smallness of attendance under higher standards and the poorness of results of the University entrance examinations, coupled with the largeness of expenditure on the two schools, seemed "to support the view that one well managed High school, with superior means of imparting a higher standard of education, would more adequately meet the requirements of the province than the existing arrangement." The removal of Mr. Mackintosh from the Amraoti school presented an opportunity for adopting the view. The history of the two High schools, however, showed that the smallness of their return was not entirely owing to the indifference of the people and want of students. In fact, one of the schools (Akola) had produced very fair results, and there were periods in the history of the other, during which it showed, under better management, signs of health and vigour, not more conspicuous in its rival. I thought Amraoti was a better place for the success of a High school than Akola, and it was more desirable to take steps to improve the state of its school than to abolish it. A comparison of the Berar with the Bombay High schools also showed that some of the latter were not more efficient than the former, though they were much cheaper. Again, the result of increasing the capabilities of one of the schools for imparting a higher standard of education appeared to me problematic, and certainly not more economical. Under these considerations, I recommended the maintenance of both the schools with less costly establishments, and the Resident has been pleased to sanction my proposals.

Attendance.

13. The following statement shows the attendance in the two schools:—

School.	Number on roll on 31st March 1877.	Number left during 1877-78.	Number admitted during 1877-78.	Number on roll on 31st March 1878.			Average monthly number of pupils on roll.	Average daily attendance.	Percentage of average daily attendance to average number on the rolls.
				Stipendiary.	Non-stipendiary.	Total.			
Akola	99	49	50	20	80	100	88	75	85·2
Amraoti	96	59	77	18	96	114	104	87	83·7
Total ...	195	108	127	38	176	214	192	162	84·4

There is improvement under all the heads. Not only the terminal and average monthly numbers on rolls have increased, but what is more satisfactory, the fluctuations have not been so great as they were last year. The withdrawals were only 108, against 144 of the previous year, or about 23 per cent. less, and consequently unsteadiness of attendance, the bane of all the schools in Berar, and the main cause of the comparatively slow progress, was greatly diminished. Few admissions with fewer withdrawals would be more conducive to real progress than the present constant flux and reflux have been. Contrary to expectation, the amount of fluctuations was hitherto larger in the Amraoti than in the Akola school, the latter of which had a much larger portion of foreign element in the number of its pupils than the former, but whether it was owing to the difference in the desire for education between the two sets of people, or to some fault in the management of the Amraoti school has yet to be ascertained. The average daily attendance is larger, giving a percentage of 84·4 to the average number on the rolls. Taking each school separately, it will be observed

that the Amraoti school has acquired greater numerical strength than Akola, and there are reasons to believe that this strength will increase instead of diminishing. Had Mr. Mackintosh used a little more tact in the management of the school, he would never have brought it to the state in which it was found at the time he left it. Its efficiency under the new management has not yet been tried, but the advances it has already made hold out hopes that it will more than re-gain "all its lost ground."

Annual examination.

14. The following statement will show how the students of the two schools acquitted themselves at the annual examination held in October last:—

School.	Standard X.		Standard IX.		Standard VIII.		Standard VII.		Below Standard VII.		Total.		Percentage of passed during	
	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	1877-78.	1876-77.
Akola	7	6	7	6	20	16	26	18	4	4	64	50	78·1	32·9
Amraoti	8	3	14	4	24	6	34	11	3	1	83	25	30·1	24
Total ...	15	9	21	10	44	22	60	29	7	5	147	75	51	28·5

As many of the boys of the first class under standard XI. had gone for the matriculation examination, the remaining few were not examined in the school. The result of other classes is favourable to Akola, where out of 64 boys examined 18, or 28·1 per cent., passed creditably, and 32 more with grace, giving a total of 78·1 per cent. Mr. Aitken attributes this success to the pupils having been made to revise their back histories, and the mathematical question papers being more in harmony with the standards. But easy as the questions were, they produced a perfect havoc at Amraoti, where out of 83 pupils examined, not more than six passed in all the heads, and 19 more with grace, giving a total of 30·1 per cent. Mathematics, taught by the Second Assistant Master, Mr. Vishvanath Raghunath, was one of the subjects in which the failure was deplorable, though the questions were, as stated above, "graduated to give fair play to the different varieties of mathematical talent." It is enough to state that while the Akola school gained 25 prizes, the Amraoti school gained only 12. The acting Master politely observes that "it would be unnecessary now to find out the causes of this failure;" but it is apparent in all the educational reports for the last few years, and operated most powerfully in the year under report, and brought the school almost to the very brink of ruin. If system, discipline, harmony among the teachers, judicious control over the subordinates, encouragement to the students, and a periodical and strict examination of their work, were not wanting in this school, the idea of closing one of the schools would not have originated. There is one point to be noted in connection with this examination. The average standing in the school of boys in the first two classes is much greater (about 50 per cent. more) in the Akola than in the Amraoti school, but this difference does not affect the general result much, as it is owing to only four boys having been found in a much lower position than their long attendance would assign to them.

Matriculation examination.

15. For the convenience of students of distant parts of the country and to avoid unnecessary labour, the Syndicate of the Bombay University this year adopted the mode of examining the candidates in English at different centres, appointed for the purpose, and admitting to the subsequent examination

those only who had passed the preliminary test. This arrangement is advantageous to those who live at the centres or near them, but on others it entails double journey, one to the centre and the other to Bombay, and is therefore not liked by many. Nasik is the nearest centre to the Berar students, but 9 out of 12 of them went to Bombay.

16. The Akola High school sent seven candidates, and the Amraoti five. Of the former three passed and of the latter none. Mr. Aitken thinks that two more of his pupils would have passed if the standards in English and mathematics had not been "considerably raised." When out of more than 1,000 candidates only 217 passed including 37 who received grace marks, it was natural to suppose that some alteration had been made in the standards, and under this supposition, the result achieved by the Akola High school, passing three out of seven, or more than 42·8 per cent., with no necessity for grace, and with high standing in the list, reflects great credit on its teachers. The peculiarity noticed by Mr. Aitken in the English and mathematical papers cannot, however, be attributed to any intention to raise the standards, but to test the practical knowledge of the candidates. The English paper contains fewer questions from standard authors, but more on ordinary language and idiom, and this change, in the nature of the questions unexpectedly introduced, took many of the candidates with surprise. The mathematical paper appeared to be long and frightening at the first sight, but to those who knew the principles, every step of the process gave confidence in the correctness of their working.

17. The failure of the Amraoti school was never so complete as it was this year: all the candidates failed in English, and were consequently debarred from showing their progress in any of the other subjects. In his report for the half year ending 30th September last, the acting Head Master wrote of them as follows:—"All these boys are deficient in English and in history and geography. I gave them one exercise in English every day, either in paraphrase or in composition, but they have not much improved." It would have been better if these students had not been allowed to go in for the examination; but in that case his predecessors, who had the charge of the school during the greater portion of the year, would have felt offended. As stated in my last half-yearly report, Mr. Mackintosh was not able to devote much attention to his work from February, and after his departure in May his first assistant, who was in charge of the school for two months, was not able to effect any improvement.

Entrance examination.

18. This examination was held in the third week of November, and its result is encouraging. 148 students were sent by the different English teaching Middle Class schools, 65 to Akola and 83 to Amraoti; 73 of them passed, and 59 joined, against 61 and 37 of last year. Of the students who joined 7 left before the end of the year. The total number examined falls short of that of the previous year by five, but the number passed and joined shows a considerable excess. The Amraoti Master states that the boys who have been admitted are, in his opinion, superior to the batch of 1876, and Mr. Aitken may be right in thinking that the masters of the Middle Class schools probably took greater care in selecting their pupils for the examination.

19. Besides the 148 boys from the Anglo-Marathi schools, 13 from Hindustani schools appeared for admission into the lower Hindustani classes of the High schools: 5 out of 6 passed at Akola, and 5 out of 7 at Amraoti, and 9 of them joined—3 as Middle Class school exhibitioners.

20. As the number of boys who appeared at Akola was this year smaller than in the previous year, as some of the schools in West Berar were not represented at Akola, and as a few of them were represented at both the schools, Mr. Aitken has, on the mere supposition that the Middle Class school masters may have a sympathy with the new Brahmin master at Amraoti, gone into a long and, I should say, an unnecessary digression,

Amraoti is the commercial emporium of Berar, and its political importance is also very great. The people in the district have therefore more friends in it than in Akola, and every year some of the pupils of West Berar go to its High school: last year 14 went, and this year only one more. Mr. Aitken fancied that three of the schools which did not send any pupils to his school must have sent them to Amraoti; but two of them had none to send, and the third, which did send, did not send them exclusively to Akola before. Of the Malkapur pupils who went to Amraoti, one was already a student of the latter school, and had returned to his native town to learn the 7th standard when it was introduced in that school, and another had a friend in the Amraoti school. The Middle Class schoolmasters were hitherto under the impression that the Amraoti entrance examination was easier, and some of them might have sent their pupils to it. But this year's result will deceive them, as the percentage of passed boys was 44·6 at Amraoti, while it was 55·4 at Akola. Mr. Aitken therefore was evidently labouring under some misapprehension when he allowed himself to digress. I may here remark that while West Berar has 15 Middle Class schools teaching English, and six of them of superior grades, there are only eight in East Berar, and only two of them are of superior grades; and hence it is very undesirable to lay down any prohibition for the West Berar boys to go to Amraoti.

Vernacular scholarship examination.

21. Eleven candidates from the Akola (8 on the Marathi, and 3 on the Hindustani side) and 11 from the Amraoti High school (7 on the Marathi, and 4 on the Hindustani side) sat for this examination, and 6 of them (3 from each school) were declared to have passed and awarded scholarships. It is worth noticing that one of these scholars, a promising lad, gave up his scholarship of Rupees 10 per mensem, and accepted a clerkship of Rupees 15 in a Government office, giving his reason for such a step that "if he staid one year more and passed the matriculation examination, there was less chance of his getting a place next year." He acted on the sound principle of the proverb "a bird in the hand is worth two in the bush," and afforded an example of how people in the humbler sphere of life, as the Beraris are, will try to secure permanently what little they can in preference to preparing for better, but uncertain, future prospects. We get matriculated students from the Bombay side for Rupees 15 per mensem, and therefore the boy must have become delighted for getting the sum without being put to the trouble and expense of passing the examination.

Middle Class Schools.

22. The subjoined is a comparative statement of all the Middle Class schools in the several districts:—

District.	Description of schools.	Number on 31st March 1877.		Number on 31st March 1878.		Monthly average number on the rolls.	Average daily attendance.	Number of students learning English.	No. of students sent for the High school entrance examination.	No. of students passed.
		Schools.	Scholars.	Schools.	Scholars.					
Akola.	Anglo-Marathi	9	1,378	8	+ 1,238	1,231	983	177	44	28
	Marathi...	1	72	2	194	219	170	...	2	1
	Hindustani	1	98	1	80	83	61	...	5	† 4
Buldana.	Anglo-Marathi	6	820	5	712	721	563	111	26	14
	Marathi...	...	...	1	49	54	48	...	...	...
	Hindustani	1	68	1	65	64	50	...	...	...
Basim.	Anglo-Marathi	3	377	2	262	264	203	42	6	2
	Marathi...	1	101	2	166	198	142	...	2	1
	Hindustani	1	60	...	...	...	...	...	...	...
Amraoti.	Anglo-Marathi	4	728	3	620	618	432	99	31	15
	Marathi...	1	84	1	107	104	78	...	1	...
Wun.	Anglo-Marathi	2	225	2	239	238	182	28	10	3
	Marathi...	1	77	1	95	90	73	...	...	...
Ellichpur.	Anglo-Marathi	3	481	3	*449	469	357	85	26	9
	Marathi...	1	113	1	130	126	88	...	...	...
Total.	Anglo-Marathi	27	4,009	23	3,520	3,541	2,720	542	143	71
	Marathi	5	447	8	741	791	599	...	5	2
	Hindustani	3	226	2	145	147	111	...	5	4
	Grand Total ...	35	4,682	33	4,406	4,479	3,430	512	153	77

* Inclusive of the number of boys attending the Hindustani classes.

† These went in for admission into Hindustani classes of the High schools under the 5th standard.

By "Marathi" or "Hindustani" Middle Class schools are meant such schools as have been prohibited from teaching English for want of a sufficiently larger number of pupils in the Anglo-vernacular standards, and as are now under the process of relegation to the Lower Class. As the process is gradual this distinction will have to be observed for a few years. The table shows that two such schools, the Hindustani school at Basim, and the Marathi school at Murtazapur, have been reduced during the year. The establishments of two more, the Hindustani school at Akola, and the Marathi school at Anjangaon, in the Ellichpur district, have also been completely reduced; but the schools have been retained in the list simply because the head masters, who have been transferred, have not been permanently provided for. The establishments of several others have been partially reduced, and the decrease of the next year will therefore be larger than that of the year under report.

23. The attendance at these schools has decreased from 4,682 to 4,406, or by 276; but the decrease is brought down to 155 when we deduct from it 121 boys who were borne on the registers of the two schools which have been relegated to the Lower Class. Nearly two-fifths (60) of this decrease occurred in one school, *viz.*, Pusad, where, as stated in my last report, the Tahsildar had just about the end of the year trebled the attendance in ten minutes. The influence he exerted was perhaps momentary, and the master was evidently not able to take advantage of it. The average number on rolls during the last year was smaller than the number at the end by 120, but this year it is larger, and shows that the schools were well attended throughout the whole period. The average daily attendance is also better. The number of students learning English has decreased from 642 to 542; but there is no material decrease in the number sent by these schools to the High school entrance examination, the result of which contrasts very favourably with that of the previous year. While, therefore, the number of Middle Class schools has considerably decreased during the last few years, and consequently the number of pupils learning English, the efficiency of the schools themselves has improved, and the usual supply of students to the High schools has not diminished.

24. The 148 candidates who went for the entrance examination of the High schools on the Marathi side were sent by 25 schools out of 26 which were allowed to teach English. Four of these sent only one or two boys; eight sent four or five, eleven sent from six to ten, and the remaining two more than ten boys. Three of the schools passed no boys; six passed one boy each; four passed two; seven passed three or four, and five passed more than five.

25. The six schools at the district stations (taking Malkapur for Buldana) have acquitted themselves well during the year. Two of them, Ellichpur Cantonment and Malkapur, belong to the 1st grade, though the headmaster of the latter draws a salary of Rs. 100 instead of Rs. 125. The schools at Akola, Basim, and Yeotmal belong to the 2nd class, and the school at Amraoti belongs to the 3rd class. The schools at Ellichpur, Malkapur, and Basim presented this year for the first time boys under the 7th standard for the High school entrance examination, and succeeded in passing 3, 4, and 2 respectively. This is a good beginning, and promises future success. In the Deputy Inspector's annual examinations, the numbers passed by them under the Middle Class standards were 15, 21, and 17. The schools at Akola and Amraoti deserve a favourable mention for having passed under the 6th standard 9 and 8 boys respectively. The former sent 7 more boys to the entrance examination of the Training College, of whom 6 passed creditably. I hope the present year's success of the school will serve as an incentive to the teachers to work with increased zeal and energy on

District or zilla Anglo-vernacular schools:

Akola.
Malkapur.
Basim.
Amraoti.
Yeotmal.
Ellichpur Cantonment.

their weakened classes, and to produce an equally good result next year. The school at Yeotmal succeeded in passing three boys. It can hardly be expected to do much more.

26. Of the eleven taluka schools noted in the margin, the first six acquitted themselves fairly, Akot and Khamgaon passing six boys each in the entrance examination, and the first passing 14 boys under the middle standards in the annual examination. The school at Chikhli passed four boys, and each of the next three passed three. This is a fair return for the smaller taluka schools. I am sorry to state that neither the second grade school at Jalgaon, nor the third grade one at Ellichpur (city), though largely attended, has shown signs of improvement during the last two or three years. I have lately placed the latter school under another teacher, who had proved himself successful at Balapur, and warned the teachers of the former that if at the next examination a better result was not shown, their position would be lowered. The school at Pusad passed one boy, and the other two did not pass any. I have stopped the study of English in the Pusad and Morsi schools, as the people care very little for it, and the schools themselves will have to be reduced to the Lower Class. The school at Wun did well in the last year's examination, but sadly failed this year.

Taluka Anglo-vernacular schools:

Akot.
Khamgaon.
Chikhli.
Mehkar.
Daryapur.
Balapur.
Ellichpur.
Jalgaon.
Pusad.
Morsi.
Wun.

27. Of the remaining Anglo-Vernacular schools noted in the margin, the first has maintained its position as being the largest in the province. The popularity and tact of its head-master, and the active co-operation of the people, have secured for it such numerical strength as no other school has attained. Its efficiency, however, has never been great, or least not in proportion to its number. Last year it passed four boys in the entrance examination, and this year only one. This may, perhaps, be attributed to the miserably small staff of teachers for the unmanageably large attendance and the head-master, who had the sole charge of the English classes, being required to devote more time to superintendence than to teaching. He has, however, been lately transferred to Basim on promotion, where, it is hoped, his work, with a sufficient staff of assistants, will appear to greater advantage. The school at Talegaon is reported to have been very efficiently managed. Last year it sent four boys to the High school and this year six; the master is popular and hard-working, and has been able to attract about 50 boys to his school from the neighbouring villages. He has been transferred to the Karanja school, which, it is hoped, will derive material advantage from his exertions. Last year Deulgaon-Raja passed four boys; this year only one; while Pimpalgaon-Raja has raised its quota from one to two: Shegaon passed two boys, Pathur one, and Risod and Adgaon none. Pathurda passed one boy, but for his sake the master appeared to have neglected all his classes to such an extent that the school was considered to be one of the worst, and I had to give instructions to stop English in it.

Town Anglo-Vernacular Schools:

1. Karanja.
2. Talegaon.
3. Deulgaon-Raja
4. Pimpalgaon-Raja.
5. Shegaon.
6. Pathur.
7. Risod.
8. Adgaon.
9. Pathurda.
10. Buldana.
11. Akola, Hindustani.
12. Malkapur, Hindustani.
13. Balapur Fort.
14. Sirpur.
15. Anjangaon.
16. Darwha.

28. In the first six schools noted in the margin, the study of English was stopped in the last year, and four more schools were added to the list in this year. As stated in para. 22, the establishments of several of these schools have been partially reduced, with the object of converting them into primary schools.

Balapur Fort.
Akola, Hindustani.
Malkapur, do.
Sirpur.
Darwha.
Anjangaon.
Pathurda.
Pusad.
Buldana.
Morsi.

Lower Class Schools.

29. The subjoined statement shows the number and attendance of the Lower Class schools:—

District.	Number of schools on 31st March.						Number of scholars on 31st March.						Average number of pupils on the rolls monthly.	Average daily attendance.	Percentage of average daily attendance to average number on the rolls.
	1877.			1878.			1877.			1878.					
	Marathi.	Hindustani.	Total.	Marathi.	Hindustani.	Total.	Marathi.	Hindustani.	Total.	Marathi.	Hindustani.	Total.			
Akola ...	83	8	91	87	7	94	3,510	352	3,862	4,030	324	4,354	4,262	3,257	76·4
Buldana ...	58	12	70	58	10	68	2,479	411	2,890	2,462	367	2,829	2,878	2,329	80·9
Basim ...	52	4	56	52	5	57	1,703	167	1,870	1,756	184	1,940	1,987	1,635	82·3
Amraoti ...	72	12	84	76	11	87	3,072	447	3,519	3,427	533	3,960	3,812	2,956	77·5
Wun ...	37	4	41	41	4	45	1,302	119	1,421	1,457	103	1,560	1,541	1,086	70·5
Ellichpur ...	52	4	56	56	5	61	2,491	178	2,669	2,586	234	2,820	2,825	2,054	72·7
Total ...	354	44	398	370	42	412	14,557	1,674	16,231	15,718	1,745	17,463	17,305	13,317	77·

Increase in the number of schools.

30. As stated in para. 4, the increase of 14 schools has resulted from relegations of Middle Class schools, conversion of girls' schools, and establishment of new schools. The decrease of two under Hindustani schools is a nominal one, as in place of them three Hindustani branches have been attached to Marathi schools. Of the new schools opened, two are paid from the budget provision of the provincial grant, two from the budget provision of the educational cess fund, eight from savings in the latter fund, and one purely from the municipal fund of Ellichpur.

Increase in attendance.

31. The increase of 1,232 pupils is very satisfactory, and the average number on rolls shows that it has been sustained throughout the whole year. At the end of the last half-year, the number on rolls exceeded the present number by 386. The increase of 71 pupils in the Hindustani schools, though not great, is progressive. The percentage of daily average attendance to the average number on rolls has decreased by one or two per cent., as compared with that of the last year, owing chiefly to the prevalence of sickness.

32. Like the establishments of Middle Class schools, those of Lower Class schools also require revision to make them suit the requirements of the places. But this must be left to the present gradual course. The first revision or grading of 1871 affected the interests of many persons, and it is very undesirable to introduce a similar measure again all at once. The Deputy Inspector of Ellichpur states that "though a few individual masters may possibly have to suffer thereby, the interests of the Department urgently demanded it." I have kept this point constantly in view, but still I wish to leave its attainment to the silent, but unceasing, working of the present process, instead of effecting it by a single stroke.

33. The subjoined statement shows the result of the annual examinations of Middle Class and Lower Class schools held by the Deputy Inspectors:—

Description of schools.		Number of pupils present at the day of examination.	Standard I.		Standard II.		Standard III.		Standard IV		Standard V.		Standard VI.		Standard VII.		Total.		Percentage boys passed under all the standards in 1877-78.
			Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number of pupils examined.	Number of pupils passed.	
Middle Class.	Marathi	3,744	742	472	601	321	394	164	291	131	243	111	147	75	15	12	2,433	1,286	52·8
	Hindustani ...	190	50	30	24	15	15	11	14	4	10	4	...	...	...	...	113	64	56·6
Lower Class.	Marathi	14,080	3,401	2,209	2,651	1,434	1,806	801	489	165	27	10	...	...	...	...	8,374	4,679	55·9
	Hindustani ...	1,416	308	112	213	101	151	49	46	5	...	...	...	...	...	...	718	267	37·2
Total 1877-78.	Marathi	17,824	4,143	2,741	3,252	1,755	2,200	965	780	296	270	121	147	75	15	12	10,807	5,965	55·2
	Hindustani ...	1,606	358	142	237	116	166	60	60	9	10	4	...	...	...	...	831	331	39·8
Total 1876-77.	Marathi	16,503	4,324	2,283	2,861	1,416	2,014	799	843	292	343	136	174	75	...	...	10,559	5,001	47·3
	Hindustani ...	1,241	362	79	228	47	149	37	43	10	12	1	...	...	...	...	794	174	21·9

There is a considerable improvement in the progress of the schools. The number of pupils presented under the first three standards, and the percentage of boys passed to the number presented under all the standards have increased: the latter from 45·6 to 55·1. We have been directing our endeavours to improve the quality of the instruction which the people are prepared to receive at our hands, and I am glad to observe that they are attended with some success. Captain Bullock argues that the amount of instruction imparted under the 3rd standard is not sufficient for the ordinary purposes of life, even of a mere villager, and I entirely concur with him. But the question is how to give more when the majority of the people seem to be more than satisfied with it. He has ascertained that out of 5,217 pupils who left the schools of the Basim district, during the five years ending 31st December 1877, so many as 3,755 did not stay to complete the 3rd standard, 823 had completed it, and only 639, or twelve per cent., remained in the schools to learn the 4th and higher standards, the 4th being considered the lowest at which a boy gets sufficient education to be of use to him. When 4,578 out of 5,217 pupils, or more than 87 per cent. of them did not care to go beyond the 3rd standard, there could be no doubt that a necessity existed for paying particular attention to their studies and making their attendance at school not entirely unprofitable, and hence it was ruled last year that in a school where there was only one teacher, he should not attempt to teach beyond the 3rd standard, as his doing so would result in the neglect, or at all events in want of sufficient attention to the boys composing the whole school. The necessity of such a ruling is rendered more apparent by the result of another enquiry of Captain Bullock's. Each of the standards is intended for one year of about 275 working days, and I have satisfied myself that it can be completed within that period with ordinary application on the part of the teacher and the taught. The Berar standards are all simpler than those of the Central Provinces prescribed for similar periods, and yet the periods given by Captain Bullock for his district, and stated in the margin, clearly show that the primary standards are not taught as quickly as they should be, and that as long as this is the case, it is needless to push on the studies in our primary schools. All we have to do for the present is to insist on the teachers the necessity and responsibility of their doing the limited amount of work within the prescribed time. I am aware that there is sometimes a cry raised from the people of a village or two that their children have, by the prohibition, been deprived of the means of learning

1st	standard	took	529 days.
2nd	do.		383 ,,
3rd	do.		387 ,,
4th	do.		505 ,,
5th	do.		276 ,,
6th	do.		170 ,,
7th	do.		110 ,,

higher standards in their own schools, and I know a few of the Deputy Inspectors who have not properly appreciated the reasonableness of the order have joined in it: still the facts before us clearly prove that there is no reason for general complaint, and that the limitation has been, or must be, of very great use to the little children. If the provision which already exists for teaching the higher standards had been properly appreciated, its want in other schools would have been a fit subject for comment; but when we consider the fact that out of the 412 Marathi and Hindustani larger Lower Class schools, there are 146 in which the teaching of the 4th standard, and twenty in which the teaching of the 5th standard is allowed, and that there are but 535 pupils in the first (giving 3·6 per school) and 27 pupils in the second (giving 1·3 per school) under their respective highest standards, we are naturally driven to the conclusion that some time must elapse before we can conveniently and profitably raise the studies of the village schools. I know however that may of the present schools require the 4th standard to be introduced into them; but this will be done as soon as additional teachers are supplied, without whom no progress can be expected in them. I have however already observed that where the higher standards are allowed to be taught, they appear to be taught in a better style than they were before, and that when we consider that the new standards demand a better knowledge of the elements of reading and writing, and that they appear to be strictly adhered to, we may be warranted in saying that the tone of instruction is being improved.

34. The table shows that while the percentage of pupils who passed under all the standards is so high as 55·2 in the case of Marathi schools, it is not more than 39·8 in the case of Hindustani schools. The percentage of pupils presented for examination is also smaller. Mahomedan education is an up-hill work for the department in every province. A nation which a few centuries ago materially contributed to the intellectual improvement and civilization of the Western nations, now disdains to receive even the elements of learning from them, and it is a wonder to see how it has lagged behind even the speculative Hindu in the march of general advancement. The Mahomedans of Berar, however, are no doubt poor, poorer than the agricultural class, and have no particular profession to follow. They have therefore to think more of their daily bread than of mental culture. The masters therefore find it a very difficult task to get boys for their schools, or to teach them systematically.

35. The masters of High schools have never as yet spoken in favour of their Mahomedan pupils, and Mr. Aitken observes that: "I think our Hindustani side has now been long enough in existence to be pronounced a failure. Boys studying the 6th and 5th standards have always appeared to me to be out of place in this school, and the object in having them here I have never been able to see." Mahomedan boys under standards 5 and 6 are attached to the High schools, simply because the Mahomedan teachers in the High schools have not many pupils to teach, and that it is more economical to place under them boys under those standards than to appoint an English knowing teacher for them. Mr. Aitken, however, thinks that his school does not require the services of an Urdu teacher. The Urdu teacher in the Amraoti High school does not report "very favourably on the progress of his boys." When such is the state of things in high schools, it is impossible to expect better results in vernacular schools, where, besides the boys being apathetic and negligent, the masters themselves have not been trained to the profession, and do not understand well what they are required to do under a Government system of education. The result therefore is not such as might be expected. Mr. Noor Khan, however, reports improvement over the last year, and states that "the percentage of boys passed under all the standards is 39 against 22 of the last year. The difference between the two figures is great, and it may be questioned what causes and circumstances conduced to it. In the first place it will be borne in mind that the practice of allowing Lower Class boys to learn their lessons by rote, which was so very common during the previous year, has, under strong prohibition, ceased

to a great extent, substituted, as a matter of course, by a more intelligent and successful mode of instruction. Secondly, the plan adopted of examining how the masters teach, and of showing them how to teach, calculated to put them on the right way of conducting their duties, has had its end in a measure; and thirdly, the terrible examples of masters incurring permanent and temporary losses on account of incompetency and idleness have given a general warning against similar delinquencies. These three elements, so to speak, have combinedly contributed much to enhance the progress of the schools."

36. The question of teaching the Mahomedan boys most of the school subjects in Marathi, excepting the language, has been discussed, and the Deputy Commissioners are enquiring whether that could not be done with convenience and advantage. I shall be extremely glad to see the Mahomedan lads receiving the whole of their instruction in Marathi schools, which are better managed and more efficient than the Hindustani schools. But we cannot prevail upon them to do so. I see there are difficulties in the way of giving them half the instruction in Marathi and half in their own language; but I think when the Hindus and Mahomedans are taught in the same school and under the same superintendence, a way will be paved for attaining the object in view, and making the instruction of the Mahomedans more useful to them. By having Hindustani classes in Marathi schools, we certainly introduce system and improve the mode of instruction, though we cannot give directly to the Mahomedans a knowledge of the official language.

Female Education.

37. In my last report, after mentioning the abolition of six schools, I stated that there were proposals for closing more. The decrease of this year is only three, but it is to be followed by a larger one. The municipality of Akola has already withheld its contribution to the Marathi girls' school at the station. The school at Basim "barely exists"; the maintenance of one at Wun "is a burden to the funds"; the remaining school at Ellichpur "is hardly making any satisfactory progress"; "the Jalgaon school still continues in an indifferent state", and the school at Deulghat "has failed completely". In fact, I know of no school in Berar to which one or other of the above remarks may not be applied. No pains have been spared to make them useful, and after all "it must be confessed that in spite of all our efforts to promote female education, it can hardly be considered that we have achieved much success, and we are destined to be disappointed as long as parents will not think of keeping their daughters at school until they have learned something." The late Miss Mary Carpenter declared that no proper means were adopted in India to promote female education. She condemned all the teachers at present employed in girls' schools as untrained and unqualified, and recommended the establishment of Normal schools in the different parts of the country, superintended by lady superintendents and conducted by trained mistresses from England for the purposes of training school mistresses, without whom, she thought, no schools would succeed. Though the experiment of a Female Normal School was not tried in Berar, and I should say, wisely, the advantages of those which have been opened, are not, in my opinion, generally felt. Female teachers may be necessary where female schools are wanted; but it is not their want, but the state of society, which has hitherto kept female education altogether in the back ground. I quote below paras. 9 and 10 of my letter on the subject of Miss Carpenter's proposals;—

"The remarks in the preceding para. will point to the necessity of great discrimination in directing the progress of female education. The social and intellectual condition of India is very different from that of England. There male education has made a great progress, and marriage being a union of mutual love and selection, the parties naturally look to intellectual accomplishments as well as to natural endowments, or they lead a life of celibacy. But here children are married before they begin their education, and if the boy is not likely

to get on well, his friends look upon the education of his wife with great distrust. Educated husbands have no doubt always endeavoured to educate their wives as they should do. Educated fathers have also given education to their daughters, and in their enthusiasm for female education have in some instances so far gone beyond the social circumscribing limits that they now find it difficult to get suitable husbands for their daughters, who cannot remain unmarried. Higher education necessarily carries with it some independence of thought and action, but an educated native woman living under so many restraints, and in a family composed of many elder members, can find no scope for them, and must consequently be dissatisfied with her position until her husband separates from his parents.

" The above remarks are intended to show that female education cannot be pushed on with advantage, where male education has not made sufficient progress, that is to say, where a desire for it has not sprung up. At present it can be limited to the principal centres of education. I entirely agree with Miss Carpenter when she says that ' female education is now generally accepted by the enlightened part of the native community as very desirable ;' but I believe she did not see much of the native community out of the principal centres. It was in consequence of her motions that steps were taken in Berar to open female schools very hurriedly, and it is in reporting on her proposals that I have to state that they have not proved successful, and enlightened community is not to be found in villages, towns, or even cities far removed from these centres. The girls who attend schools in Berar belong to classes of people as have not only no means of improving upon the little or no instruction which their daughters or wives receive in the schools, but have to subject them to work, which by no possibility can allow them to retain for any length of time what they acquire during their irregular attendance. The schools have been kept up solely through the exertions of the teachers and of the female servants who have been engaged to collect the girls every day. The schools at Amraoti and Akola, which may be considered to be the best stations for them in Berar, have not acquired any position, and may one day be swept away. If I had thought they were firmly established, and were likely to get on better under female teachers, I should have proposed to get two teachers from the Poona Normal school on better salaries."

38. The existing 13 schools, ten Marathi and three Hindustani, are attended by 401 pupils, which gives about 30 pupils per school. The average daily attendance in these schools was 282, or about 22 per school. The girls are neither regular nor punctual. They have not to pay any fee, and their names are kept on the registers for months after they have left or gone to their husband's houses. The best attended school in the province is the one at Deulgaon Raja, which contains 65 girls, and the highest standard taught in any of them is the 4th, which comprises reading of the first half of the Balbodh 3rd Book, writing to dictation from the same, and arithmetic up to division of three figures by a sum not exceeding 30. The subjoined table shows the result of the examination of these schools :—

Description of schools.	Number on 31st March 1878.		Number of pupils present at the day of examination.	Standard I.		Standard II.		Standard III.		Standard IV.		Total.		Percentage of pupils passed under all the standards.
	Schools.	Scholars.		Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	
Marathi	10	318	256	63	29	52	26	29	17	1	1	145	73	50·3
Hindustani	3	83	66	17	2	9	1	2	...	...	...	28	3	10·7

In the Marathi schools only one girl was presented in the 4th standard, and in the Hindustani schools only two in the 3rd standard. The subjects of the lower standards are very easy, and consequently the percentage of passed girls is high in the Marathi schools, though very low in the Hindustani schools. The Free Church Mission girls' school at Akola, conducted by female teachers of the Mission, ought to make a better show, and muster a good number of girls of the converts, who may be considered to have risen above the prejudices of their countrymen ; but it exists only in

name. I paid a visit to it in April, and found three dirty girls sitting in a dirty room, though the number borne on the register was 13. They all belonged to the lowest classes. Two of them could write letters and simple words on slate. The school is in a worse state than any of the Government schools, which are maintained at less than half its expenses.

Night Classes.

39. The night classes attached to Anglo-Marathi and Marathi schools hardly deserve any mention. Their number and attendance have remained unchanged, as also the proportion of the kunbis to the number of other castes. Of the four classes in existence, three are in the Amraoti district, and the Deputy Inspector states that "they are not regularly attended, and the first enthusiasm has now almost cooled down. It must be confessed that these classes are not a success to the degree it was thought they would attain." I do not think the people were ever enthusiastic for these schools. It was the department and some of the masters, who now coolly derive advantage from them. The Deputy Inspector of Ellichpur thought so little of the class in his district, that he ignored to notice it.

Training College.

40. This institution was, as stated in my last Report, placed in charge of a Marathi knowing Principal, as the number on its Marathi side was much larger than on the Hindustani side. Mr. Parashram Sakharam, who was appointed to the post on probation was, after a year's trial, found disqualified for it, and had so far neglected the instructions given to him in the clearest terms, and quoted under para. 37 of the last annual Report, that the main improvement in the college studies, for which so much solicitude was displayed, was not effected in the least during his tenure. His successor is an experienced teacher, and I have hopes of his success. Mr. Mahomed Husain, the only Urdu teacher in the college, was taken on probation by His Highness the Nizam's Government for the Normal school at Hyderabad, and Mr. Abu Ahmed, the Head Master of the Anglo-Hindustani school at Akola, was appointed to succeed him. On an opportunity offering itself, one of the three Marathi teachers was transferred, and another Urdu teacher was appointed. The college has now two Marathi and two Urdu teachers.

Changes in staff.

41. The subjoined statement will show the attendance and the working of the college during the year :—

Attendance and state of the college.

Years.	Number of students at the end of the year.					Average number of students on the roll during the year.		Number of students examined and passed in the first year's and certificate examinations.								Number of students who obtained employment.	
	Hindus.		Mahomedans.					Hindus.				Mahomedans.					
								Examined.		Passed.		Examined.		Passed.			
	Stipendiary.	Free.	Stipendiary.	Free.	Total.	Hindus.	Mahomedans.	First year's course.	Second year's course.	First year's course.	Second year's course.	First year's course.	Second year's course.	First year's course.	Second year's course.	Hindus.	Mahomedans.
1876-77 ...	27	...	14	...	41	24	12	18	5	11	4	7	5	6	2	6	7
1877-78 ...	28	1	15	...	44	26	13	15	9	12	8	6	6	6	3	9	4

As no free or paying students join the college, the attendance is entirely regulated by the number of scholarships, and does not admit of expansion. The table, however, shows an increase under all the heads. The average number on roll for the whole year is 39, and the average daily attendance 33·4, against 36 and 32 of the previous year. The number of students who passed in the final examination was 8 on the Marathi side, and 3 on the Hindustani side. All these students, however, failed badly in the art of teaching, to which the late Principal was specially directed to pay particular attention; but of which he evidently could not appreciate the importance. I however did not wish to injure the prospects of his pupils on account of his negligence or incapacity, and simply considered the year to have been lost in the progress of improvement. All the passed students, including one of the previous year, have obtained appointments; and there is demand for many more, particularly on the Marathi side. The college staff is now sufficiently large to give instruction to twice or three times the number of present students when required.

Entrance examination.

42. The entrance examination of the college was held as in the previous year by question papers prepared by college teachers and sent to zilla committees, whose work was limited to examining the candidates orally in reading and explanation, and forwarding the answer papers to me, with remarks as to the physical fitness of the candidates. The number of candidates was a little smaller, being 77, against 100 of the previous year; but this was just enough to furnish the number required. 17 passed on the Marathi side, and 9 on the Hindustani side, but only 12 out of the former, and 8 of the latter joined. This deficiency was unexpected; but it was made up by admitting 5 students of Anglo-Marathi schools, who had passed the entrance examination of the High schools, and one Mahomedan lad, who had failed by some marks, as stipendiary students of the college. There is no other educational institution in Berar which holds out more certain and immediate advantages to its students than the training school, and although the people know this and take initiatory steps to secure them, the love of home and of domestic indolence and pleasures is yet too strong to be easily overcome. I am however glad to find that those students who have no means to prosecute their studies in the High schools accept scholarships in the training college.

43. The practising school attached to the college is becoming more useful. A class under the 4th standard has now been added to it, and at the Deputy Inspector's examination, so many as 20 boys, or 50 per cent. of the number presented, passed under all the standards. I am sorry to state that the Mahomedan teachers and pupils of the college have not been able to collect some boys for the Urdu side. The reason given is that the college building is too far from the town or peth of Akola; but some of the Hindu children come from a greater distance. I will however send the students of the college to the Urdu school in the peth to practise teaching.

44. The following table shows to what extent trained teachers have been employed in the Middle and Lower Class Government schools in the province:—

Teachers trained in the training schools of		Teachers who have matriculated.	Teachers not trained.	Total.
Berar.	Bombay.			
128	30	23	574	755

45. Out of 755 teachers employed in the schools, there are not more than 158 who have been trained for the profession, to which no person can do justice without some previous preparation. Even the best informed persons are not the best teachers. Knowledge is one thing, and the art of communicating it, founded on the experience of the most successful teachers of the world, is another. The matriculated persons are not therefore to be considered as trained men, though they would be so with a smaller amount of training. The following remarks of Captain Mackenzie show in what manner our untrained masters do their work :—"The chief blemish (as it seemed to me in my visits) lies in the system of teaching, the great mass of the masters doing their work *un*intelligently, imparting instruction as a mere matter of rote. I am aware that the evil is inevitable, and that new generations must arise before it can be minimized, for to understand how to teach is an art of itself. I only allude to it here as the one point to which in season and out of season we must be constant in attention, in order to obtain improvement." This is exactly what I have found to be the general defect in our schoolmasters, and have been endeavouring to minimize it.

Trained and untrained masters.

46. During the last two years, the accession to the trained staff has been of 26 men only, and though at this rate we shall take a very long period to effect any great improvement in it, we have not the desire nor the means of introducing any great and sudden changes. But we must have some changes to preserve some sort of activity and life in the department. We must see that the work entrusted to each member of it is done as it should be; we must reward the industrious and the careful, and punish the indolent and the negligent, and this duty cannot be performed without making the necessary changes.

47. Colonel Menzies, however, thinks that the changes made are more than necessary and ill-directed when he states that "the published lists of appointments made show constant changes in the masters, and this cannot be considered desirable, for had we old and venerated schoolmasters in our village schools they would do much good in village communities." With reference to this statement I have to observe that Colonel Menzies will find occasion to alter or modify his views when he has seen more of the state of his schools. In a department which numbers 800 servants, and when the majority of them has been employed as shown above, without any reference to the special aptitude required for their work, the changes which at present take place on account of resignations, promotions, reductions, and dismissals, cannot, in my opinion, be considered more than necessary. They mostly originate with the Deputy Inspectors, and are carried out or recommended by the Deputy Commissioners. I grant that my looking more minutely into the state of the schools brings out to light a greater number of instances of culpable negligence of duty or general inaptitude, and throws a sort of responsibility upon the Deputy Inspectors to mend the matter. If the Deputy Inspectors go fast in the work of amendment it is in the power of the Deputy Commissioners to check them. But they will generally find them unconcernedly leaning to the side of conservatism. Captain Bullock who has thoroughly enquired into the state of the schools of his district remarks :—"It appears to me therefore that what this district wants is a Deputy Educational Inspector who will not hesitate to expose ignorance and laziness among the masters." I know of one master in his district whose school I examined in 1875. He had not taught anything, and did not know what he had to teach under the standards, and the school was terribly mismanaged. The Deputy Inspector, who was present with me, must have felt the necessity of making some change. But nothing was done for two years more. If under the recent rules the Deputy Inspector had not discovered and reported that the master had many boys who had attended the school for "more than two years without passing any standard,"

Changes of masters.

and that his work was not satisfactory, he might have added ten years more to his long service of ten years and inflicted a lasting injury on the pupils.

48. "Old and venerated schoolmasters"; whose want or loss has been deplored, I believe mean masters who by their qualifications, industry, and long experience, have discharged their duties to the satisfaction of the people and their superiors, and have been on that account respected and venerated, and I believe no officer who has the good of the schools at heart will ever think of disturbing or displeasing them. But simple length of service does not, as in the above instance, carry with it the idea of veneration. Captain Bullock examined 31 schools out of 62 in his district, and thought that, as a rule, they were not in a satisfactory state: he found "masters who were quite unfit to teach, and who did not know themselves what they proposed to teach." Now his district is the *least* affected by changes of masters, and it is the *worst* in point of efficiency. Four out of the five schools which he considers to be the worst have been conducted by masters who have been in the service from the very commencement of the department, and he wonders how some of them were allowed to remain so long. I will here cite an instance of another venerable teacher who was taken into the department soon after its formation.

Some time ago he was first assistant in a Middle Class school which failed: the head master was transferred, and I wished to place the reduced school in charge of the assistant. The Deputy Inspector, however, reported that he was incapable of conducting a school independently: he was therefore transferred to another district, as first assistant on the same pay, but the Deputy Inspector of that district reported his classes were the worst taught, and that he was unable to teach even the lower standards: he was therefore transferred from a Middle Class to a Lower Class school in another district on a reduced salary; but there also his work was severely criticized by the Deputy Inspector and the Educational Inspector, and I was compelled to dismiss him. Such a handling of, and so many changes in, the case of an old master, would be greatly deplored; but nobody will say that they were not necessary to give full trial to the person and weight to the representations of four inspecting officers. Probably the failure of the Middle Class school in which he had served so long was attributable to his inefficiency as also of the head master.

49. I can cite many instances to show that many of the changes hitherto made have resulted in signal improvement; but I fear I shall be unnecessarily lengthening the digression, which has been unavoidably entered into. I however quote below the remarks of the Educational Inspector on the subject of bettering the present inefficient teachers:—"Although the Deputy Educational Inspectors do their best to improve our masters by advice, suggestions, rewards and punishments, I am humbly of opinion that something must be done to make some of the teachers, who are not now as good as they should be, better fitted for their duties. At present the Inspector or Deputy Inspector goes to a school, examines the boys and finds that the master is bad, but not sufficiently so as to deserve dismissal from the department. He goes to the school again in the next year and finds the state of things as bad, as, if not worse, than before. The man is sent to another school on a reduced salary, and what is more, he is generally sent to a bad school. This measure cannot make the man better than he was before, and certainly makes him discontented. I cannot help repeating my deliberate opinion that the state of being discontented is the worst disqualification for a Berar schoolmaster. On the other hand, when the state of the Educational Department, into which many bad masters were unavoidably introduced in the beginning (*vide* para. 15 of my Report for 1876-77), is to be improved, discontent cannot altogether be avoided. But the Deputy Educational Inspectors would do well to bear in mind when laying their proposals for transfers and changes before the Deputy Commissioners for sanction that discontent is a very great disqualification. I should recommend that instead of sending an incompetent and apathetic

master to spoil a good school or to perpetuate the wretched condition of a bad school, he should be sent to a Training college or some other institution (say) for six months to receive a course of training, and if, after this, he did not improve, he should be sent away altogether. It might be advisable to bring some of the schoolmasters every year to Akola during the rains and to ask the Principal of the Training college and some of the Inspecting Officers (who have little to do from April to August) to give them lectures on the several subjects of study and on the art of teaching." The suggestion is not new, and it has been tried in other provinces as well as in Berar. I myself had personal experience of the trial for seven years, and have no hesitation in stating that it is extremely difficult to turn old masters into young students. They feel degraded when they are asked to learn, and, as a rule, they cannot pass in the examinations with students of the Training college. I will, however, write to the Deputy Commissioners to ascertain how many masters of their districts would like to study and qualify themselves for their posts, and if any come forward I shall make the necessary arrangements for them. I may, however, add that almost all the persons who suffer reduction are generally worth less than what they are reduced to, and though they may become discontented, they must thank the officers who do not send them away at once. The latter course would be more preferable for the interests of the department, but is very sparingly adopted in deference to individual interests.

Private schools which receive fixed monthly Grants.

50. The following table shows the number and attendance of the private schools, which receive fixed monthly grants :—

District.	Schools.	Number of pupils on 31st March 1878.	Average monthly number on the roll.	Average daily attendance.	Classes of pupils.			Language taught.		Monthly grant.		
					Hindus.	Mahomedans.	Christians.	Marathi.	English.	Rs.	A.	P.
Akola ...	Akola Mission boys' school ...	34	37	32	29	1	4	34	...	30	0	0
	Akola Mission girls' school ...	14	17	13	10	...	4	14	...	25	0	0
	Khamgaon Mission boys' school..	25	28	16	21	2	2	25	1	20	0	0
Buldana ..	Buldana Mission boys' school ...	22	27	20	18	...	4	22	...	10	0	0
	Godri Marathi boys' school ...	25	31	25	25	...	...	25	...	5	0	0
Amraoti ...	Amraoti Mission boys' school ...	61	50	28	45	13	3	61	2	30	0	0
Ellichpur.	Ellichpur European and Eurasian mixed school ...	18	15	14	...	...	18	...	18	15	0	0
	Total ...	199	205	148	148	16	35	181	21	135	0	0

In my last annual Report I pointed out the decline of all the schools of the Free Church Mission, and this year I have to report that they are bordering on total ruin. Excepting the school at Amraoti, I inspected all of them. The Akola Boys' school is almost emptied by the opening of an indigenous school by a Bedar for boys of his caste. The Girls' school, as I have observed before, is in a ruined state. The nominal roll of 14 girls is a mere show. The Khamgaon school appeared to be in confusion, and it had nothing to show excepting one old Mahar boy, who could read and write fairly. The Amraoti school has a roll of 61 boys, but the average

attendance is 28. Of the three schools in his district, the Akola Deputy Inspector writes: "These schools during the last twelve months instead of showing any improvement have fallen off in point of efficiency, and their present state hardly warrants the continuance of the liberal grants which have been assigned to them." Of the school at Amraoti the Deputy Inspector observes that it "has fared much better during the last official year than any time previously." "It is closely supervised by the Superintendent, Mr. Shidoba Bapuji, and to this circumstance its present better condition is mainly due." Christian teaching in these schools is now reduced to a minimum, and Government books are being introduced, a sign indicating that the evangelizing operations of the masters, or their patrons, are not much appreciated even by the lowest orders of the people, who attend their schools. The children do not pay any fee, and the conditions laid down in Lord Canning's minute were apparently overlooked when fixed grants were sanctioned for the schools. These schools, if not better managed, ought certainly to be cheaper than Government schools; but they are enormously expensive. While the cost per head in Government Lower Class schools is Rs. 8-15-0 per annum, it is so much as Rs. 30-0-8 in the Mission schools. The popular contributions on which the grant of Government aid depended have fallen, and those for the Girls' school not coming up to the stipulated amount for the last half-year, the Government portion for it has been with held. I fear the school will not live longer. The Mission school at Buldana is also poorly attended, and its progress is not noticed in the report. Its establishment, however, is not large. The school at Godri is an indigenous one, kept up by a pupil of a Government school. It teaches up to the 3rd standard, and does the work of a Government primary school for less than half the usual expenses of that school.

51. The school for European and Eurasian children at Ellichpur has improved in attendance, and the officers at the station and the parents themselves have commenced to take greater interest in it than before. The Mistress, Miss Barker, is a young woman who has yet to acquire experience in teaching, but she appears to be systematic and earnest. The disparity between the ages and attainments of her pupils is very great, and she must find it a very irksome duty to teach them in classes of one, two, or three.

Indigenous Schools aided and unaided.

52. The subjoined statement shows the state of the indigenous schools:—

District.	Description of schools.	Number of schools on 31st March 1878.	Number of scholars on 31st March 1878.	Number of schools which received grants-in-aid during 1877-78.	Number of schools which received prizes during 1877-78.	Monthly average number on the rolls during 1877-78.	Average daily attendance.	Amount of grant-in-aid and prizes given by Government. Capitation. Rs.	A.	P.	Proficiency. Rs.	A.	P.	Prizes. Rs.	A.	P.	Total. Rs.	A.	P.	Probable receipts from all sources other than grants-in-aid. Rs.	A.	P.	Expenditure. Rs.	A.	P.
Akola	Marathi	40	1,057	15	...	1,098	533	137	0	0	125	0	0	7	8	0	269	8	0	1,441	5	0	1,710	13	0
	Hindustani	7																							
Buldana	Marathi	60	1,083	16	40	1,213	1,201	79	8	0	79	0	0	120	8	9	279	0	9	3,004	0	0	3,150	14	9
	Hindustani	2																							
Basim	Marathi	20	433	12	...	391	359	66	0	0	73	0	0	36	0	0	195	0	0	690	8	0	915	8	0
	Hindustani	2																							
Amraoti	Marathi	34	803	8	...	852	747	78	0	0	42	0	0	16	14	0	136	14	0	4,084	0	0	4,220	14	0
	Hindustani	4																							
Wun	Marathi	11	149	3	...	198	178	22	8	0	25	0	0	6	8	0	54	0	0	449	12	0	503	12	0
	Hindustani	1																							
Ellichpur	Marathi	37	815	13	8	852	734	150	8	0	118	0	0	27	2	0	295	10	0	2,491	10	0	2,787	4	0
	Hindustani	4																							
Total	Marathi	202	4,340	67	48	4,604	3,752	553	8	0	462	0	0	214	8	9	1,230	0	9	12,161	3	0	13,298	1	9
	Hindustani	20																							

Fluctuations in their number.

53. It has been repeatedly pointed out that not only there is no permanency about these schools, but the information submitted regarding those which are reported to be in existence is very inaccurate. During the year so many as 161 schools appear to have been closed, including 8 which received grants-in-aid by result, and 63 which were inspected by the Deputy Inspectors, and 149 schools were opened. No doubt many of the masters themselves are, Tartar like, migratory, proceeding from village to village in search of maintenance, and contracting with a few villagers to teach their children reading and writing for a fixed sum. Such schools are found even in villages where Government schools exist, simply because the teachers try to feed the parents with hopes which turn out fruitless. In the Buldana district alone there were, on the 31st of March, 21 such contract schools out of 62. The conditions of the contract are seldom fulfilled on either side, and suits such as Colonel Menzies has referred to arise, in which it is difficult to decide the question "whether or not they (plaintiffs) have earned payment."

Inspection and aid given.

54. During the year 195 schools were inspected by all the Deputy Inspectors, and 67 of them were awarded grants-in-aid, and 48 received prizes in the shape of books. The number of aided schools has increased by 11 if the comparison be made between the schools actually aided, or by 10 if the figures at the end of the two years be compared; but the amount of the grant has increased by Rs. 14 only, giving an average of Rs. 15-2 per school. The highest amount gained by a school is Rs. 42, and the lowest is one rupee.

Probable income of the masters.

55. The probable receipts of the schoolmasters, exclusive of the Government grant, are estimated to be Rs. 12,161-3-0, which give for each school Rs. 54-12-0; but it is very doubtful whether they receive half as much. They generally get some grain for their daily bread, and very little in the shape of money. There is as yet no encouragement to boys educated in Government schools to enter upon the duties of Indigenous schoolmasters. Last year a boy who had kept a good Indigenous school in the Ellichpur district informed me that he received almost nothing from the villagers, in addition to what he got from Government. The following remarks of the Amraoti Deputy Inspector show that, as a class, the indigenous masters are not well paid, and that when they receive any grant from Government, the people consider themselves absolved from the necessity of paying them:—

"Throughout the district I found a few Indigenous schoolmasters who were fairly qualified to conduct a private school. As could be expected their schools seemed decidedly to be the best among the class. These masters have themselves received more or less training in the Government schools in the province or elsewhere. Unfortunately, however, this class is not growing, as I have seen in several instances that they were not patronized by the people, who faithlessly decline to pay what they had originally agreed to do. Thus some of the really superior Institutions came to untimely end. I entirely attribute this to the apathy and want of appreciation on the part of the mofussil people. I was sorry to see in two or three instances that the villagers repudiated their promises of remuneration to the masters because the latter received some grant from Government."

Hindustani indigenous schools.

56. The number of Hindustani Indigenous schools is small, being only 10 per cent., and if it be any index to the relative demand for Marathi and Hindustani schools in the districts, it may be observed that while there is one Hindustani school in every ten Marathi private schools, there is one Hindustani school in every seven Marathi Government schools. The Hindustani Indigenous schools are again not intended for general education, but for teaching the *Koran*. Indeed, the *Koran* was taught in all the Government schools, on the ground that the Mahomedans did not wish to send their children if religious instruction was excluded from them.

Revision of grant-in-aid rules.

57. The old rules for aiding the Indigenous schools were considered to be very unsuitable. The standards were very simple; there was no proper gradation in them; and the highest did not satisfy the simplest requirements of the people. The payments were also the same for all the standards, and the teacher had no encouragement to give advanced instruction. Indeed the standards provided for a smaller amount of instruction than is ordinarily given in these schools. Revised rules were submitted, and have just been sanctioned. They will be shortly published in the vernacular languages, and it is hoped they will give new life to the schools, and the masters will exert themselves to derive the advantages held out by them.

Jail Schools.

58. The Jail schools at Akola and Amraoti are in reality no schools. They are taught by convicts who happen to know something of reading and writing, and when these are wanting, the schools cease to exist. Again, no rules appear to have been laid down as to who should receive instruction and who not. The Deputy Inspector writes that at Akola "all the prisoners in the Jail are supposed to be under instruction for one hour daily, but at present no work is done in that time." At Amraoti "only the long term convicts are taught a little daily, for which purpose they are supposed to devote half an hour after their meals." The schools are not properly supplied with books and writing materials, and though there may be jail discipline, there is no school system in them. The teaching would appear to be nothing better than after-dinner recreation. If it be considered necessary or desirable that the convicts, and specially the younger ones, should receive elementary instruction, including such moral instruction as would tend to deter them in future from committing crimes, special teachers must be appointed, and longer time must be devoted to the subject than half an hour a day.

59. As to the amount and nature of the teaching work done, the Akola Deputy Inspector states that "5 juvenile prisoners have been specially placed under the care of another prisoner, who knows to read and write; but their progress appeared to be very slow. They had neither books, nor slates, nor paper." In January last there were 32 convicts under instruction at Amraoti, 26 learning Marathi, and 6 Urdu. The former were reading in Modi and Balbodh, and a few of them were able to write easy sentences, and do sums in multiplication and division. The Urdu learning convicts had not professed much. It must, however, be stated that all that the convicts knew had been acquired in the jail.

60. The following statistics regarding convicts admitted during the year have been obtained from the jail authorities through the Deputy Inspectors:—

Jail.	Number of convicts admitted during the year 1877-78.						Age.		Number who knew how to read and write before admission.	Percentage of those who knew to read and write to the total.
	Hindus.			Mahomedans.	Others.	Total.	Below 16 years.	Above 16 years.		
	Bramins.	Kunbis.	Low caste.							
Akola	8	134	315	162	305	924	42	882	38	4·1
Amraoti	10	111	166	111	485	883	16	867	11	1·2

The table shows that Brahmins form a very small portion of the list of criminals; Kunbis and Mahomedans are about equal in number, and low castes are the most numerous. The "others" represent many castes. The percentage of those who knew to read and write is only 1·2 at Amraoti, but is sadly large at Akola.

Additional Assistant Masters.

61. All the Deputy Inspectors and Deputy Commissioners except one state that additional assistants are required, and as I have so often written on the subject, I notice it here only passingly, simply because one of the Deputy Commissioners thinks that it is not desirable to increase the teaching staff. Colonel Mayne observes:—"The Deputy Educational Inspector would like to see an increase in the teaching staff, but I would rather wait a while until I am satisfied that all the teachers are sufficiently intelligent and energetic to make education attractive and further the requirements of the department. Moreover, education has made great strides of late years and undergone many changes, and it would be as well to allow the department to stand for a period in its present condition without effecting alterations or making additions to its teaching staff." Education may have made some strides lately; but for that reason we cannot stand quiet, which in educational matters means going back. We might say that we do not wish to extend our operations, but we cannot say that we will not remove our defects and improve what we have arrived at. In the Educational Department progress is usually measured by increase in the number of pupils and proficiency in the branches of study as tested by the periodical examinations. We may not care for the increase, but we cannot be inattentive to the inadequate means of teaching the boys what we think they should learn. We know there is a limit to the power of teaching efficiently of the most "intelligent and energetic" teachers, and if we ask him to do more he does the whole unsatisfactorily. When we believe that about 30 pupils is the number which a person can teach properly, and that also when it is in one or two classes, and when we know that there are many teachers who have to teach 40, 50, 60 or more pupils under one, two or three classes, we cannot, as long as this state lasts, congratulate ourselves for having reached a resting point. We neglect the boys whom we undertake to teach, and then we complain that they do not acquit themselves well.

62. The Resident has already acknowledged the necessity of additional teachers, and I hope they will be soon sanctioned. The question is not "simply one of funds," as observed in para. 10 of the Resident's review of the last half-yearly report, and no "increase to the grant from General Revenues for education," has been asked for on account of the supply required. We have more than enough of funds for the additional staff, but we want permission to utilize them and to appoint men where they are urgently required, nominally infringing the conditions of the grading system, which fixes the establishments of schools according to grades, but allows the entertainment of additional teachers from other sources, such as fees, which, however, are in Berar credited to Government. The question therefore resolves itself into whether the assistants should be paid from the Government grant or from the Government fees.

63. Colonel Bushby states that "the greatest want now is an addition to the teaching staff, and unless this is supplied increased advancement need not be looked for." He however believes that the salaries proposed for the assistants are too low: "A teacher on Rs. 5 to 8 cannot put in a very respectable appearance." Here it must be observed that the teachers proposed to be paid at the rate of Rs. 5 and 6 are to be considered as pupil teachers to be taken from the same or neighbouring schools to assist the masters in teaching the less important branches and keeping the little children at work. In England the masters entrust this work to the pupils of their advanced classes who receive nothing for it; in the Bombay

Presidency such paid pupil teachers are numerous, and I don't see why we should not avail ourselves of their assistance, particularly when it is offered most willingly for the remuneration. I shall hail the day with pleasure when it will be difficult to obtain such teachers on Rs. 5 to 8; but at present they can be had even from very distant parts of the country.

Castes of Pupils in Government Schools.

64. The following statement shows the castes of pupils attending the different schools:—

Schools.	Number of scholars on 31st March 1878.	Brahmins.		Kunbis and Malies.		Musulmans.		Low castes.		Other Hindus		Others.	
		Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.
Higher Class ...	214	157	73·4	5	2·3	20	9·3	...	...	28	13	4	1·9
Middle do. ...	4,406	1,370	31·1	513	11·6	437	9·9	40	·9	2,021	45·9	25	·6
Lower do. ...	17,463	1,975	11·3	5,505	31·5	2,522	14·5	395	2·3	7,060	40·4	6	·03
Female schools ...	401	76	19	21	5·2	93	23·2	...	...	211	52·6	...	...
Night Classes ...	110	2	1·8	21	19·1	3	2·8	...	...	84	76·3	...	...
Training College.	44	18	40·9	5	11·4	15	34·1	...	...	6	13·6	...	...
Total ...	22,638	3,598	15·9	6,070	26·8	3,090	13·7	435	1·9	9,410	41·6	35	·1

As compared with the last year the percentages of Brahmins and Musulmans have slightly decreased, and of the Kunbis and Malies has increased. It is satisfactory to observe that gradually we have been attracting a larger number of the agriculturists to our schools. Last year their number increased by 164, and this year by 423. The Beraris, who were hitherto considered to have no regard for the mental culture of their children, have been brought round by industrious and popular teachers, and I hope the other teachers will now forsake the idea of despair generally entertained with regard to them. Major Szczepanski observes that the agriculturists rightly "sacrifice everything to their business when any particular necessity arises; at other times they submit to their sons attending school, as it is the wish of the Sirkar, not because they anticipate any advantage from it." I cannot believe in this doctrine. I know the agriculturists do not want much of our education, and they do not remain long at school. They are also irregular in attendance; but the increase in their number, the interest displayed by the Kunbi communities and committees in behalf of their schools, and the applications for new schools received from smallest villages do not indicate that they attend the schools to gratify the wish of Government. No official influence is used in Berar, as it is in the Central Provinces, to stock our schools with children.

65. Out of the 3,090 Mahomedans shown in the statement, 2,056 learn in Hindustani schools or classes, the others attend Marathi schools, and I know that when taught from the beginning they do much better in the latter than in the former. The number of low caste or Mahar and Mang boys has increased from 393 to 435. Their social position makes it difficult for them to make any rapid progress; but their slow and silent advancement is perceptible. The Deputy Inspector of Akola observes that "the Mahar

boys under the head of "Low castes" have been steadily increasing in strength, and, what is more satisfactory, have shown good progress. They are now to be found represented in all the classes from the lowest to the highest both in the Middle and Lower Class schools, and have been receiving special encouragement to study from the schoolmasters, as well as from the members of the school committees."

Exhibitions and Scholarships.

66. The following table shows the number of exhibitions and scholarships for students of the Lower Class, Middle Class, and High schools, and for the Training college :—

Exhibitions to be held in Middle Class schools by pupils of Lower Class schools.		Exhibitions to be held in High schools by pupils of Middle Class schools and others.						Scholarships to be held in the Bombay Colleges by pupils of the High schools.		Scholarships to be held in the Training college.				Total number of scholarships.	
Number of exhibitions at Rs. 4 each.	Number held.	Number of exhibitions at Rs. 5 each.	Number held.	Number of exhibitions at Rs. 6 each.	Number held.	Vernacular scholarships at Rs. 10 each.	Number held.	Number of scholarships at Rs. 20 each.	Number held.	Number of scholarships at Rs. 6 each.	Number held.	Number of scholarships at Rs. 7 each.	Number held.	Number of scholarships.	Number held.
95	28	27	22	15	7	10	5	12	10	27	25	18	18	204	115

Here we have a long and complete chain extending from primary to university education, and with its aid a promising boy in a village school can rise to the highest of his aspirations.

Middle Class school exhibitions.

67. The Middle Class school exhibitions were sanctioned in 1875, and were to be awarded to students who had passed in the 5th standard, and were tenable for one year. At the first examination held in the month of November of the same year by the masters of the Middle Class schools, 229 candidates presented themselves, and 73 were declared qualified to hold them; but only 67 joined. In the next year's examination, 45 passed and 26 joined. The nature of the examination, however, was not approved of, and the majority of the exhibitioners did not give promise of success at the subsequent examination, nor did they stay long in the schools: generally, they were too old to study, and many of them accepted places of Rs. 5 of assistant masters or joined the Training college in preference to remaining as exhibitioners. This year's examination was held by written questions sent from Akola to the district committees, and the result was anything but satisfactory: 85 candidates presented, and 21 passed, and hence there were not more than 28 exhibitioners on the rolls at the end of the year. In Berar the institution of exhibitions has not been taken advantage of with the same avidity as in other provinces, simply because the intrinsic value of education is not yet appreciated, and the over-indulgent parents are not yet accustomed to bear separation from their children. In my letter No. 2,568, dated the 9th March, I have submitted proposals for better utilization of these exhibitions. As the Middle Classs school course begins with the 5th standard, I have proposed that the admission test should be lowered to the 4th standard,

as is the case in other provinces; that the exhibitions should be made tenable for two years instead of one, as the Middle Class course extends over that period, and that they should be attached to such schools only as have adequate means of teaching English and have large English classes. When the proposals are sanctioned, I shall leave the selection of candidates to the Deputy Educational Inspectors, who during their annual examinations will pick up young and promising students and induce their parents to keep them at such schools as may suit their convenience.

High school exhibitions.

68. The 42 High school exhibitions of the value of Rs. 5 and 6 were instituted in 1866. Properly speaking, they ought to have been reserved for boys of district Middle Class schools who joined the High schools; but I found many of them held by resident students, and in one school for years, without forfeiture on account of failure in the annual examinations. Such a state of things left but very few exhibitions to be competed for by the poor outsiders. I however do not award them to the resident students who pass the entrance examination and do not continue to those who fail at the annual or terminal examinations. This year the outsiders got 11 exhibitions, the largest number ever awarded to them, and 4 of the students in the Amraoti High school were deprived of them for their failure at the annual examination.

Vernacular scholarships.

69. The 10 vernacular scholarships, 6 on the Marathi and 4 on the Hindustani side, were founded in 1868, with a special object in view, *viz.*, encouragement to the study of a critical knowledge of the vernacular literature. But it has not been kept in mind, simply because there are no special means of accomplishing it in Berar, and the scholarships are competed for by the students of the High schools. The candidates are examined just after the matriculation examination is over to enable the failed students to go in for them and gain the means of a longer stay in the schools. With regard to the examination of this year, Mr. Aitken observes that the question papers were harder than the matriculation examination papers, and questions the policy of making them so. I have not compared the two sets of papers, but I must say that the entrance examination does not exact a scholarly knowledge of the vernaculars, and the scholarships were not sanctioned simply to enable the holders to acquire as much knowledge of those languages as would suffice for the matriculation test. Each High school has many exhibitions of the value of Rs. 5 and 6 per mensem for the general student.

University scholarships.

70. Every year provision is made in the budget for 12 scholarships, four for each of the three years over which the University course extends, but they have never been wholly filled up. On an average three are awarded every year to new students, and the old students in the colleges do not move up in the allotted time. Out of the ten scholars holding these scholarships there are now four who have failed in the first examination, and they continue to hold them simply as a matter of grace. In the Bombay Presidency all the scholarships are competitive, and the holders lose them when they fail in the next examination.

Physical Education.

71. I am glad to observe that the people appreciate our attempts to open play-grounds for physical exercises, and school committees vie with each other in supplying materials and funds for apparatus. The Deputy Inspector's returns show that there are now 17 gymnasia in existence, and they received Rs. 339 as contributions from the people. Some of them are well managed. The one you saw at Ellichpur and pronounced it to be "a decided success," was entirely got up and supported by the influential members of the place for one year. Mr. Gabu Sing, the very enterprising President of the Akot School Committee, not only obtained Rs. 213-8 for

the new gymnasium, but a short time ago asked me to be permitted to pay for a teacher for a specified period. At Malkapur, Rs. 58 were collected by the Extra Assistant Commissioner and the Tahsildar for the same purpose.

72. For want of special teachers the gymnasia at the several places were not conducted on a system: the head masters or their assistants used to give lessons in what they knew. Government has, however, very kindly supplied the deficiency, and has sanctioned the appointment of a teacher for each district. The appointments will be made in the next month, and I feel confident that the visits and instructions of the teachers will lead to the opening of new playgrounds, and the improvement of the existing ones, and that people will come forward with liberal assistance for the necessary apparatus.

73. The Resident has also sanctioned a sum of Rs. 400 for apparatus for the two High schools and the Training college, which will be fitted up when the schools open after the vacation. It was greatly needed, and without it the appointment of a teacher would have been useless to these important institutions, in the last of which gymnastics will now form a part of the certificate examination.

Public Service Certificate Examination and employment of Students of Schools.

74. On the 19th November 1877 an examination was held at the two High schools of candidates for public service certificates. The number examined was 37, against 15 of the last year, and the number passed 22, of whom one obtained a first class, and the others second class certificates. Among the passed candidates 8 were natives of Berar.

75. From returns received from masters of High schools and Deputy Inspectors, it appears that about 62 students obtained employments during the year. 26 of them were taken into the Educational Department, 15 were employed under Government in the Revenue, Police, Postal and Forest Departments, 4 entered the Railway Department, 12 became servants in some merchants' firms, 1 became a Patel, and 4 Patwaris. The Educational Department employs the largest portion, and affords the greatest encouragement to the advanced students of our schools.

Boarding Establishment.

76. The boarding establishments attached to the two High schools have succeeded beyond all expectations. They are open to Hindu students of all Government schools, and are taken advantage of by boys of all classes coming from the districts to learn in the High and Middle Class schools and the Training college. The accommodation specially provided is insufficient even for the present number of inmates, and unless extensions are made further admissions must cease. The following statement shows the state of the establishments:—

High school.	Average monthly number of Boarders.	Number of Boarders on 31st March 1878.	Receipts.									Expenditure.			Average monthly cost per Boarder.		
			Amount of grant received from Government during 1877-78.			Amount collected from Boarders.			Total.								
			Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Akola	53	60	360	0	0	2,120	6	3	2,480	6	3	2,481	1	9	4	3	6
Amraoti	37	55	360	0	0	1,444	5	6	1,804	5	6	1,806	5	9	4	0	3

Of the 60 boarders at Akola, 37 belong to the High school, and 23 to the Training college. All the outside students of the latter institution are asked to live in the boarding-house. At Amraoti 46 of the boarders belong to the High school and 9 to the Anglo-Marathi school. These institutions are no doubt the means of effecting much physical, intellectual, and social improvement. The boys who stay in them are generally free from sickness, which prevails around, and keep better health and better attendance at the schools. The acting Head Master of the Amraoti High school makes some pithy remarks on the use of these institutions:—"Great as the direct advantages of the institution are in giving accommodation to those boys who have neither kinsmen nor friends in the town with whom they can lodge, the indirect advantages of it in making them take care of themselves; in promoting habits of regularity and industry, and in generating kindly and social feelings among them, are not the less important. The common platform of the school and the boarding life tends to wear away those anti-social prejudices and self-conceited notions which are often formed at home. It is indeed a matter of great satisfaction to learn how boys help their comrades in time of sickness; and these humanizing influences should not be forgotten when we consider the value of such institutions."

77. A monthly grant of Rupees 30 was paid to each of these institutions throughout the year, and with this assistance the boarding expenses have been kept down within the means of the boarders; the average monthly charge was Rupees 4-3-6 at Akola, and Rupees 4-0-3 at Amraoti. Without the grant every boy would have been obliged to pay about 8 annas more, and this addition would have unsettled the expenses of a High school exhibitioner who receives Rupees 5 or 6 *per mensem*, and much more so of a Middle Class school exhibitioner, who gets Rs. 4 *per mensem*. In years of plenty the boarding-houses can easily become self-supporting, but under the prevailing high prices, continuance of the grant seems to be necessary. Mr. Aitken states that "the famine prices of all articles of food, which marked the latter half of 1876-77, continued throughout the past year, falling a little sometimes, but again rising. In July and August the price of wheat was Rs. 98 a *khandi*, or twice its normal rate, and of jawari Rs. 86, or three times its usual price. As the boarders were consequently costing much more than they subscribed, I asked that the Government grant which ended on the 15th of September might be continued for such further period as the Resident might think proper." Casualties occur which render it very difficult to keep the expenses of these houses within bound: the prevailing scarcity of water obliged Mr. Aitken to employ a cart at one rupee per diem to fetch water from a distance, and the Head Master at Amraoti had to arrange to send the boarders to a garden to bathe and to wash their clothes.

78. The Government grant to the Akola boarding-house ceased from the 1st of April last, and that for the Amraoti one will cease from September next.

Encouragement to Vernacular Literature.

79. The rules on the subject are intended to encourage local literature and not vernacular literature in its wider sense, as Marathi authors outside of Berar are not allowed to share in the grant, however useful their productions may be. During the year two works were reported upon by the Literature Committee: one was *Shada Ritu Varnan*, or a metrical description of the seasons and of the Hindu festivals, and the other *Khari Maitri*, or True Friendship, was a novel. The first received a reward of Rs. 50, and the second of Rs. 100. The author of both of them, Mr. Pandurang Govind, is an assistant master in the Balapur Peth English-Marathi school, who appears to be one of the few persons in Berar who write for patronage. He had also competed for the reward of Rs. 200 offered by the Resident for a manual on Indian agriculture, and although his production was not considered worthy of the reward, it was certainly the best of the lot of 9 or 10 which were submitted.

80. The departmental Marathi school paper has now reached the completion of its second volume. It is not a literary production, but it has been a very useful one to the department, and the masters have commenced to discuss school subjects in it freely. I am glad to find that the matter coming for it from different sources is too much for its pages, and their number must be increased.

School-Houses.

81. The following statement shows the school-houses constructed and repaired during the year:—

District.	Description of work.	General Revenue.			Educational cess.			Town fund.			Total.		
		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Akola ...	Construction of 5 school-houses.	1,455	0	0	1,205	5	9	...	...	...	2,660	5	9
	Repairs to 34 do. ...	331	13	0	1,117	14	0	338	3	3	1,787	14	3
Buldana ...	Construction of 1 do. ...	...	...	..	715	11	0	...	...	...	715	11	0
	Repairs to 27 do. ...	493	7	6	640	0	6	...	...	...	1,133	8	0
Basim ...	Construction of 12 do. ...	...	...	..	2,888	12	0	...	...	...	2,888	12	0
	Repairs to 40 do. ...	375	2	0	979	13	3	...	...	...	1,354	15	3
Amraoti ...	Construction of do. ...	264	10	3	50	0	0	...	...	...	314	10	3
	Repairs to 57 do. ...	413	10	6	1,222	10	3	...	...	...	1,636	4	9
Wun ...	Construction of do. ..	...	...	...	...	...	...	...	...	...	...	...	...
	Repairs to 39 do. ...	528	10	0	693	14	0	...	...	...	1,222	8	0
Ellichpur ...	Construction of 8 do. ...	...	...	...	3,942	0	0	294	15	11	4,236	15	11
	Repairs to 31 do. ...	216	0	0	638	2	0	104	7	4	958	9	4
Total ...	Construction of 26 do. ...	1,719	10	3	8,801	12	9	294	15	11	10,816	6	11
	Repairs to 228 do. ..	2,358	11	0	5,292	6	0	442	10	7	8,093	11	7

School-houses built from cess fund.

82. Fifteen school-houses were completed and 11 were under construction on the 31st March, and the cost of 25 of these was to be borne by the educational cess fund. Of those which were completed, three in the Akola district were constructed by the Local Fund Engineer's department on approved plans, and one by the Tahsildar of Jalgaon through a contractor. The last is not so strong and substantial as it should have been, and the people who had contributed half its cost regretted that they were not consulted in the matter. The remaining 11 school-houses were constructed in the Basim district on the *dhaba* plan, I believe through village agency. Of the buildings in progress one is in the Akola, one in the Buldana, and one in the Basim district, and the remaining eight in the Ellichpur district, seven of which are under the superintendence of the Local Fund Overseer, and one is superintended by the village Patel of Pandhri. Besides the new buildings, three old buildings were extended, and three more were fenced.

Aid from provincial and town funds.

83. The only school-house on which any portion, Rs. 294-15-1, from town and provincial funds was expended during the year, was the one for Middle Class school at Ellichpur, which was occupied in June last. The Executive Engineer, West Berar, enlarged the cooking and dining rooms of the boarding-house at Akola at a cost of Rs. 1,455, and the Executive Engineer, East

Berar, spent Rs. 264-10-3 on deepening the well in the compound of the Amraoti High school and constructing a masonry drain.

Nature of present school-houses.

84. My inspection of a large number of Lower Class schools led me to believe that the Deputy Inspector's descriptions of many of the school buildings required corrections. Buildings which were reported to be tolerably good appeared to me utterly useless, and some of them were so dark and dismal, that I was hardly able to read or write in them at midday. New schools are not now given without requiring the people to furnish suitable places or funds for erecting new ones; but there are many old schools which are located in miserable places. We have good school-houses at the zilla and taluka stations, mostly built at the joint expense of provincial and local funds. For villages these funds are not available, and the cess funds cannot afford to bear the cost of buildings on plans which were hitherto adopted.

Dhaba plans and their cheapness.

We have now introduced the *dhaba* plan, and I am very glad to find that we can afford the necessary accommodation and convenience, and better security at about one-fourth the cost of older buildings. The school-houses erected at Sirali, Bhatkuli, Dhanaj, and Pusla last year, in the Amraoti district, were estimated to cost on an average Rs. 3,531 each, while the school-house which is sanctioned at Wadhona on the *dhaba* plan in the same district, and for about the same number of boys, is estimated to cost Rs. 823. In the Ellichpur district buildings are under construction, which, according to the old plans, would have cost double of what they are estimated for. For the Akola district I have sent you estimates which are still more cheaper. In the Basim district it has been the practice to build school-houses for Rs. 250 or 300 with the assistance of the people, and, as stated by Captain Bullock, the district is much indebted to the labors of Major FitzGerald in this direction. Under these conditions it is possible to supply the want within a reasonable time.

Co-operation of the people very useful.

But if the Deputy Inspectors and Deputy Commissioners obtain the co-operation of the people, the work will be much hastened. The contributions, amounting to Rs. 2,409-10-9, raised in the Akola district, as stated in para. 110, are very large for the year, and I hope they will be larger and larger every year, and enable the department to take advantage of the provincial grant for educational buildings, to relieve the cess to a certain extent, and lastly to show that the operations of the department are popular and properly appreciated. While moving in the Akola district, I was much gratified to see the school committees, who had contributed for new buildings, making all sorts of preparations to commence them. Some pointed out to me the sites, and stores and mud available, some were getting bricks prepared, and some were making arrangements to get timber. I heartily appreciated their enthusiasm, and I thought it would be, on the whole, more economical to us, and encouraging to the committees, to get the buildings erected through them, under proper superintendence, than through other official agencies, which, as a matter of necessity, ignore the local resources and have to calculate their rates from a distance.

Repairs to school-houses.

85. Rupees 8,093-11-7 were spent on repairs of school buildings during the year. Of this sum Rs. 2,358-11-0 were contributed from the Provincial Fund for repairs to 24 Middle Class and one High school, for which no money was available from the town fund, and none could be given from the cess fund. The total number of Vernacular schools repaired was 203.

School Furniture.

86. The following table shows the amounts expended on school furniture in the several districts:—

District.	Number of schools.	Amount.		
		Rs.	A.	P.
Akola	14	933	9	0
Buldana	17	209	0	9
Basim	10	529	12	0
Amraoti	26	454	0	0
Wun	11	200	0	0
Ellichpur	35	294	6	5
Total ...	113	2,620	12	2

Every year large sums of money were expended under this head, and it appeared very strange that the demand was not supplied in so many years. The fact appeared to be that no account was kept of the furniture, and while in some schools there was more than enough of it, in others there was none. I have now ordered that each school should have a register of its furniture, and the redundancies of one school should be sent to supply the wants of others. From the Deputy Inspectors' reports, it appears that all the schools are, or will be, shortly supplied with the necessary articles, and I hope fresh calls for more will not be frequent and heavy.

87. In addition to the above, Rs. 289-4-0 were sanctioned for new furniture, and Rs. 50 for repairs to the old one in the Akola High school. It was ordered to be prepared in the Akola jail, but Mr. Aitken writes that he did not receive a single article till the 31st March, on which date only nine desks were received. More than half the grant therefore lapsed.

88. The maps belonging to the High schools and the Training college have not been replaced since they were first supplied, and are now in a tattered state: new ones will be supplied this year. All the Middle and Lower Class schools have the necessary supply of maps. The High schools, the Training college, and the principal Middle Class schools are also supplied with globes, and the Deputy Inspector of Amraoti wishes that many of the Lower Class schools also should have them. They are no doubt useful articles in the hands of good teachers; but they are very expensive, the cost of each being about Rs. 30, and there will not be more than five teachers in a hundred who will understand anything about them, much less to use them.

89. Years ago the two High schools were supplied with a costly set of chemical and philosophical apparatus, many of which the masters had no occasion to use, and some have become rusty and out of order. Those which appertain to elementary chemistry are the only ones used, and as some of them are broken and the chemicals consumed, a new supply to replace them appears to be necessary. The Principal of the Training college states that he experiences great difficulty in explaining to his pupils the scientific lessons in the reading books, "without the aid of instruments and apparatus suited to illustrate them." He can certainly use those belonging to the Akola High school, which is held in the same building, and there appears no necessity for a separate supply.

School Libraries.

90. It is only the two High schools and the Training college which possess library books: the Middle Class schools had some school books given to them in the beginning, which were, however, of no use to the masters or the pupils, and the superfluous copies of which have been returned to the depôt. The books of the High school libraries are properly taken care

of, and are issued to the teachers and pupils of advanced classes. The Amraoti master reports that "the boys in the first class have begun to use these books freely. But the taste for reading is still in its infancy, only 17 books being issued during the year." The additions to these libraries since they were formed are not many or important, consisting merely of annual reports and university calendars, and there is an absence in them of new literature. The Principal of the Training college observes that "his library contains 35 Persian and Urdu, 43 Marathi, and 13 English books. Some of these are not at all books of reference, but mere text-boks, and I cannot see the object of those who proposed that such books should be purchased for being kept in the library cupboards at the expense of better works, such as word and classical dictionaries, and others. Since November last, I have been in charge of the Training college, and while teaching several subjects to the students of the Hindu classes, have felt a sad want for standard books of reference. The few books that are now in the library were given to the college in 1875, and no additions worth the name have since been made to it." In the next year's budget I shall make provision for a fresh supply of useful books to the libraries of all the three institutions, and some of the important Middle Class schools.

Book Depôt.

91. The total budget grant for the purchase and publication of books was originally Rs. 3,585, and subsequently augmented to Rs. 4,845-12-5, and the total expenditure from it was Rs. 4,811-1-6. The transactions of the Book Department have become greatly extended, and they still require further extension. The budget provision made for them falls short of the necessary expenditure every year, as large editions of primary school books have to be printed and a large stock to be purchased from the Bombay Presidency.

92. The following statement shows the book account of the depôt:—

Language.	Balance on hand on 31st March 1876.				Books purchased during the year 1877-78.				Books sold during the year 1877-78.				Balance on hand on 31st March 1878.			
	No. of copies.	Amount.			No. of copies.	Amount.			No. of copies.	Amount.			No. of copies.	Amount.		
		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.
English ...	8,568	3,503	14	2	1,778	807	3	4	2,539	959	4	8	7,807	3,351	12	10
Marathi ...	23,965	4,636	10	0	37,935	4,298	13	0	*33,912	5,360	12	10	27,988	3,574	10	2
Sanskrit ...	3,207	997	12	0	134	128	0	0	280	147	10	0	3,061	978	12	0
Persian ...	329	87	13	6	35	1	4	0	85	21	11	3	279	67	6	3
Urdu ...	9,611	2,205	9	5	970	112	3	0	2,511	328	13	5	8,070	1,988	15	0
Total ...	45,680	11,431	11	1	40,852	5,348	1	4	39,327	6,818	4	2	47,205	9,961	8	3

Of the books shown as purchased there were two, *viz.*, a new edition of the Berar First Book (copies 10,000) and a new edition of *Anklipi* (copies 10,000) printed by the department. All the five Marathi departmental books have now undergone thorough revision, and have been rendered easier and more suitable to the capacities of the young readers than their predecessors. The reading books are better graduated, and the Masters and Deputy Inspectors speak favorably of them. A few defects, however, still exist, and they will be rectified in getting out new editions, which are urgently required.

93. The trade in books appears to have been rather brisk during the year. The number of copies sold, as well as the amount recovered, were

* Includes 39 books of the value of Rupees 3-15-6, which were used in printing new editions, and have been written off.

the largest. The new editions of the 2nd and 3rd Books of 7,000 copies each, printed at the end of the year 1876-77, were wholly consumed in about a year, and if copies of the 1st Book and the *Anklipi*, as well as of the 4th Reading Book, the book on mental arithmetic and *Laghu Vyakarna* of the Bombay Presidency, which were all in the press, had been available in time, the sales would have been much larger. The cry raised by the masters for these books, as well as for the delay in obtaining fresh supplies by supplemental indents, became more or less general, principally because the masters wished to cover their own shortcomings by some pretext or other. Thus, for instance, they, and even some of the Deputy Inspectors, gave out that the progress of the boys under the 1st standard was impeded, or was not so satisfactory as it should have been, for want of the 1st Book. Now, properly speaking, this book had nothing to do with the standard, as the pupils were not required to read from a book, but to read and write words of two syllables on the blackboard, which should have been taught without the assistance of any book. Formerly the annual examinations of schools were not limited to any particular period, and consequently the demand for books was equally distributed over the whole year. Neither the Curator nor the Branch Depôt keepers were aware that it would be so unprecedentedly great for the 2nd quarter, during which new classes are now formed. The Branch Depôt keepers, whose first indents were not properly estimated, found themselves unable to meet it: supplemental indents were supplied, but the supplies were speedily consumed by the neighbouring schools before the masters of distant schools had intimation of them. The Deputy Inspector of Wun states the circumstances correctly when he says "the complaint for books used in the first standard was true," as there were in stock fewer copies of the 1st Book than were required for the boys. "The statement in question would also seem to show that the complaint of masters for want of Berar 2nd and 3rd Books in the depôt was groundless. But on enquiry I found there was some truth in it. The books in depôt at Darwha were sold to masters of the adjacent districts, Basim and Amraoti, long before they were indented for by schoolmasters within its proper range. As a rule the taluka depôt keeper, as soon as he receives a fresh supply, should inform other masters in his taluka of the number of school-books in stock, with a view to enable them to send their indents in time; but this is not done, and the demands for books remain ever unsatisfied to impede the progress of schools." The Deputy Inspector also states that he can better estimate the number of books required for sale, than the taluka depôt keepers, and that "it would afford the master immediate relief if the Deputy Inspector be supplied with travelling depôts: depôts which they should carry with them during their first inspection tour, and return either to the Curator or to the sudder station depôt keeper." This is a suggestion which I will ask the Deputy Inspectors to adopt, if they think it necessary.

94. The money account of the depôt for the year is as follows:—

Receipts.

	Rs.	a.	p.	Rs.	a.	p.
Stock on 31st March 1877 ...	11,431	11	1			
Cash do. ...	24	4	0			
Balance of unadjusted accounts ...	149	2	0			
				11,605	1	1
Stock received during the year ...	5,348	1	4			
Profit accrued in purchasing prize-books	43	10	2			
Money realized by sale of broken boxes of books	27	1	0			
				17,023	13	7

Disbursements.	Rs.	a.	p.	Rs.	a.	p.
Payments into treasury as sale proceeds of books	6,411	8	8			
Do. on account of profit on prize books	43	10	2			
Do. on account of broken boxes of books	27	1	0			
Carriage, and commission to branch book depôt keepers	412	3	8			
Old book debited to profit and loss account	3	15	6			
Balance of unadjusted accounts	149	2	0			
Cash in hand on 31st March 1878 ...	14	12	4			
Stock on 31st March 1878... ...	9,961	8	3			
				17,023	13	7

The money value paid for the stock purchased was Rs. 4,811-1-6, deducting commission, and therefore the amount of the sale proceeds realized, *viz.* Rs. 6,818-4-2, exceeded that sum by more than 41 per cent. This account does not include books of the value of Rs. 1,798 supplied for prizes to boys in all the schools, though the profit of Rs. 43-10-2 accruing on them is brought in. Next year all the purchases and sales will be put together.

95. The stock in hand at the end of the year includes many copies of large and costly books, which were purchased years ago, which are not only not saleable here, but the prices of which have been very considerably reduced at other Government depôts since the time they were bought. There are other smaller books which are not taught in any of the schools and are not sold. I have been trying to give as many of them as I can in prizes; but after all there will be many which will have to be disposed of by some other means.

Direction and Inspection.

96. Immediately after the submission of my last annual report, I was summoned to attend the meetings of the School Book Committee at Simla, where I spent the whole month of June, and returned to Akola on the 21st of July. The Educational Inspector conducted the usual office work during my absence. I set out on my tour of inspection about the middle of November, and went straight to the western border of the province. Then instead of turning to the south, where the Educational Inspector had proceeded a short time before, I moved towards the north, and then to the east, to the other extremity of the province. Hence it was that Major Bushby saw the Educational Inspector visiting the southern portions of his district, which I had leisurely inspected last year, and not me. As I had seen the boundaries and corners of the province during my first two tours, I wished to see more of the interior this year. I returned to the sudder station in the middle of March, after having travelled 659 miles by road and 323 by rail, and having inspected 144 schools, *viz.*, 16 Middle Class, 116 Lower Class, 7 girls, 2 aided, and 3 indigenous, besides visiting the schools at Akola and the High school at Amraoti.

97. The following extract from his report will show the amount of inspection work done by the Educational Inspector:—"My tour of inspection in the year 1877-78 took me through all the talukas of the six districts of Berar, with the exception of Melghat, and I visited all the schools of the Middle Class (33), 98 of the Lower Class, 12 female schools, 5 aided schools, 1 indigenous school, and 2 night classes. Three of these schools having been inspected twice, the total number of visits paid during the year under report is 154, against 134 in the year 1876-77. I travelled 877 miles by road and 379 by rail. Being chiefly in charge of the Middle Class schools, I of course made it a point to visit as many of these schools during the year as possible, and against my expectation I was able to inspect *all* the Middle Class schools in the province before the end of the official year. An inspecting officer who has to travel through all the Assigned Districts in a year can visit only a few Lower Class schools in each district at a time, and therefore I

endeavoured whenever possible to visit such schools as had not been inspected by me in the year 1876-77. Thus, out of the 98 schools of the Lower Class I visited during the year under report, 65 had not been inspected by me in the previous year. Again, when I moved through the districts through which you had lately passed, I endeavoured to go through those villages which had not been visited by you this year. Thus, in the Ellichpur district, which I entered in the middle of February, I visited the schools at Bramanwada, Sirasgaon, Kusba, Kurah and Yewada, which had not been inspected by you this year, and the schools at Ladki, Kakda, Sindi, Takarkhed, Kapustalni, and Kanoli, &c., which had never been inspected either by you or the Educational Inspector. This year you visited many schools in the Akot and Jalgaon talukas of the Akola district, and when I passed through those talukas in March last, I chiefly inspected those schools which had remained unvisited by you."

98. The inspection work of the Deputy Inspectors will be learned from the subjoined statement :—

Deputy Educational Inspector.	Area of the district.	Miles travelled.			Number of schools in the district on 31st March 1878.	Description of schools.	Number of schools inspected.				Total number of visits to all schools.	Distance travelled by ordinary road for each visit.
		By rail.	By road.	Total.			More than twice.	Twice.	Once.	Not inspected.		
Akola ...	2,660	344	966	1,310	11 97 (a.) 48 1	Middle Class schools ... Lower Class schools ... Aided and Unaided schools. Jail schools	... ...	8 71	3 27 49 1	... ...	19 169 49 1	4
Buldana.	2,804	...	1,008	1,008	7 72 (a.) 64	Middle Class schools ... Lower Class schools ... Aided and Unaided schools.	1	6 29 ...	... 45 61	... ...	15 103 61	5·6
Basim ...	2,958	...	651	651	4 58 (a.) 22	Middle Class schools ... Lower Class schools ... Aided and Unaided schools.	... ...	2 3 ...	3 55 30	... ...	7 61 30	6·6
Amraoti..	2,759	144	1,443	1,587	4 91 (a.) 39 1	Middle Class schools ... Lower Class schools ... Aided and Unaided schools. Jail schools	... 17 1 ...	4 74 1 1	... ... 21 ...	... ...	8 199 26 2	6·1
Wun ...	3,907	...	1,050	1,050	3 47 (a.) 12	Middle Class schools ... Lower Class schools ... Aided and Unaided schools.	1 9 2	2 38 7	 7	... ...	8 104 27	7·5
Ellichpur	2,623	...	1,058	1,058	4 64 (a.) 41	Middle Class schools ... Lower Class schools ... Aided and Unaided schools.	2 8 ...	2 52 3	... 2 24	 13	10 138 30	5·9
Hyd. Assigned Districts.	17,711	266	1,510	1,776	2 65 (b.) 20	Middle Class schools ... Lower Class schools ... Aided and Unaided schools.	1	... 10 ...	1 47 3	... ...	4 67 3	20·4

(a.) Includes female schools and night classes.
(b.) Includes female schools and Hindustani classes attached to Middle and Lower Class schools.

The Deputy Inspectors of Buldana and Basim were on leave, and their schools were not inspected second time. All the other five Deputy Inspectors were actively engaged during the travelling season. The Deputy Inspector for Hindustani schools has been for the first time able to visit all his schools and classes in the province. The Deputy Inspector of Akola was not able to inspect three of his Middle Class and 27 Lower Class schools twice according to instructions, but the number of schools in his district is large; the total of his visits is the largest, and the total of his

travelling is next to the largest. The Amraoti Deputy Inspector, who travelled the largest number of miles, states that, "in order to overtake the prescribed amount of inspection work, I was required to travel much faster than would be consistent with the thoroughness of the examinations held." I prefer thoroughness of inspections to their number, and I believe one thorough inspection is much better than any number of hasty visits. The latter should not be official, but friendly. The Deputy Inspector has to see the work of the master or masters, examine the registers, and give instructions regarding them, examine each boy, see that his progress is according to his standing, and when necessary to advise and encourage his parents, ascertain the difficulties of the master, and try to remove them, see that the people have nothing to say against him, or the state of the school, and stimulate them and the school committees to take a lively interest in educational matters, and to give as much assistance as they can. This work cannot be done in one or two hours' stay in the school, and without it his visit is equal to nothing. The Deputy Inspector of Akola could have seen all the schools in his district twice, if he had wished simply to do so. But I am glad to find that he did not neglect the more important portions of the inspection work. He freely communicated with the people; showed them what the master was doing, and what their children were learning; pointed out to the school committee their duties, and obtained from them such material assistance as is considered by other Deputy Inspectors beyond the power of the people to render. I beg to refer you to para. 110 of this report.

99. The following table will show the inspection visits paid by the district officers, School committees, and others :—

Names of Officers.	Akola.				Buldana.				Basim.				Amraoti.				Wun.				Ellichpur.				Total number of visits in	
	Middle Class schools.	Lower Class schools.	Female schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Total.	Middle Class schools.	Lower Class schools.	Female schools.	Total.	1876-77.	1877-78.
Depy. Commissioner	7	2	...	9	6	7	2	15	4	27	1	32	1	3	...	4	2	12	1	15	23	44	7	74	92	149
Asst. do. ...	9	28	...	37	3	11	1	15	...	...	...	...	3	18	...	21	3	6	1	10	7	3	...	10	101	93
Extra Asst. do. ...	...	...	...	...	2	10	...	12	...	13	...	13	...	1	...	1	...	...	...	...	2	17	1	20	33	46
Tahsildars ...	2	38	...	40	3	24	1	28	2	25	...	27	5	39	...	44	3	13	2	18	1	14	1	16	104	173
School Committees.	8	31	1	40	1	12	...	13	5	12	2	19	5	54	...	59	2	9	1	12	...	24	...	24	241	167
Other visitors ...	1	11	1	13	7	17	...	24	2	9	1	12	...	13	...	13	3	23	2	28	3	5	1	9	99	99

I have not included in the table the many visits paid by you and the Judicial Commissioner; but I cannot abstain from remarking that your example of enquiring, among other things, into the condition and prospects of the schools which came in your way, presiding on several occasions at meetings held for distribution of prizes, giving rewards to the students, and assistance to school funds, and taking a livelier interest in educational matters, were powerful stimulants for rousing a spirit of activity. The total number of visits paid to the schools is 727, against 670 of the last year: the visits of the Deputy Commissioners have increased from 92 to 149, and of Tahsildars from 104 to 173. Captain Mackenzie seems to have made it a point to see every school which he came across, as his visits amount to 74, while the number of schools in his district is not more than 68. I am very much obliged to Captain Bullock for the pains he took not only to

examine thoroughly half the number of schools in his district, but for finding out information and data for a correct estimate of our progress and the requirements of the people. Such occasional enquiries by district officers are sure to make the Inspectors more careful and vigilant in the discharge of their duties, and afford means for correcting abuses. The assistance rendered by Extra Assistant Commissioners and Tahsildars is great, and the liberal contributions for prizes, gymnasia, &c., shown in para. 110 may be mainly attributed to their influence.

School Committees.

100. The above table shows a considerable decrease in the visits of the school committees, and the operations and usefulness of these bodies are very variously reported upon. The Deputy Inspectors of Buldana, Amraoti, Ellichpur, and Wun state that only a few of these bodies have rendered any assistance to the schools. The Deputy Inspector for Hindustani schools observes that they have now acquired life and activity, which give hopes for the future. In Basim they have not done much, but in Akola they are reported to be most useful. It may be observed that they are more or less useful, as they are more or less used and consulted. The following extract from the Akola Deputy Inspector's report will show how he has been able to secure their co-operation :—"I have now only to bring to your notice the great assistance which I received from the members of the school committees. The re-appointments which you were pleased to make last year have infused renewed interest even amongst those who were not in the committee, but are desirous of having that honour. That our schools are now more numerously attended, and that large amounts of donations and contributions have come in without any external influence being used, are in themselves evidences of popular interest which the committees have helped to increase. During the last two years I spent some time while staying in the villages in forming personal acquaintance with these influential men, and in talking to them on educational matters generally, and on the duties of committees particularly. They have thus been enabled to understand their relation to the schools, and know where to help, and where to refrain from interfering. They are also induced to pay their visits to the schools more frequently than before by being treated with proper respect there. It is true that where the schoolmasters are good, there the committees and other people come forward and show their willingness to assist. But this very desire to gain credit for the good work found in schools is an useful instrument to be at hand. The following names of the members of committees and other persons deserve special mention for the services which they have rendered to their schools :—

(1).—Gabu Sing, Jamadar, President ofthe school committee at Akot, has collected more than Rs. 400 to form a gymnasium for the school and to supply its other wants.

(2).—Datoo Bhavsing and Bhagaji Moudhe, two Kunbi members of the committee at Keliveli, have been exerting for three years to increase the usefulness of their school. The attendance of 75 boys is very large for that small village, and is kept up through their interest. Finding that two masters were not sufficient to teach this large number they have been paying for the services of an additional assistant at Rs. 6 monthly since June last. They have encouraged two intelligent Mahar boys to continue their studies in the higher standards, one of whom is now preparing himself for the entrance examination of the Middle Class school. They have also assisted their school with funds principally contributed by themselves. The intelligent interest shown by these two men has served as an example to other villages, and I especially beg to recommend that their services may be recognized in a fitting manner."

I believe such assistance can be expected in other districts also if we seek for it in the manner adopted by the Akola Deputy Inspector. We

must however devise some mode of acknowledging the services of the committees or individual members of it, as without some encouragement, the incentive to aid with labour and money cannot be nourished or long sustained.

Financial Statistics.

101. The following statement shows the budget provision of the department from all the sources:—

Funds.	Sanctioned budget grant.			Expenditure.			Savings.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
General revenues	2,61,830	0	0	2,23,332	7	2	38,497	8	10
Educational cess	1,00,445	0	0	74,158	7	9	26,286	8	3
Town Fund	3,019	5	8	3,019	5	8	...	...	...
Municipal Fund	1,392	6	11	1,392	6	11	...	...	...
Total ...	3,66,686	12	7	3,01,902	11	6	64,784	1	1

In the provision from general revenues are included Rs. 12,230, received from the Public Works Department for grant-in-aid to school buildings, repairs to Middle Class and High schools, and extension and repairs to the boarding-houses at Akola and Amraoti. The savings show that the expenses are managed with economy.

102. The disbursements of the department under each source of revenue, as compared with those of the previous year, will be learned from the subjoined statement. There is a decrease under each fund:—

Funds.	1876-77.			1877-78.		
	Rs.	a.	p.	Rs.	a.	p.
General Revenues	2,39,656	7	3	2,23,332	7	2
Educational Cess Fund	81,722	8	4	74,158	7	9
Town Fund	11,337	6	1	3,019	5	8
Municipal Fund	1,485	7	1	1,392	6	11
Subscriptions	542	0	0	...	...	...
Total ...	3,34,743	12	9	3,01,902	11	6

103. The details of the expenditure are as follows :—

Heads.	Expenditure.												Total.		
	General Revenues.			Local Funds.											
				Educational cess.			Town Fund.			Municipal Fund.					
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Direction	19,937	14	7	...	...	...	...	...	...	...	...	...	*a* 19,937	14	7
Inspection	26,718	4	7	484	12	4	...	...	...	...	...	...	*b* 27,203	0	11
Higher Class schools ...	21,299	2	6	...	...	...	...	...	...	...	...	...	*c* 21,299	2	6
Middle Class do. ...	60,021	13	0	...	...	...	216	0	0	180	0	0	60,417	13	0
Lower Class do. ..	67,420	2	0	51,276	3	7	...	...	...	321	0	9	1,19,017	6	4
Female schools ...	2,560	14	6	...	...	...	1,717	0	0	867	14	6	*d* 5,145	13	0
Training college ...	3,443	15	1	570	9	11	...	...	...	...	...	...	4,014	9	0
Night Classes ...	...	...	...	440	0	0	...	...	...	...	...	...	440	0	0
Aided schools ...	*e* 1,500	0	0	*f* 1,477	5	8	*f* 191	0	0	...	...	...	3,168	5	8
Scholarships ...	*g* 6,487	7	5	*h* 2,594	3	5	...	...	...	...	...	...	9,081	10	10
Book and Prize allowance	2,338	0	0	...	...	...	...	...	...	...	...	...	*i* 2,338	0	0
Government Book Depôt	7,526	8	3	...	...	...	...	...	...	...	...	...	*j* 7,526	8	3
Construction of school-houses	1,719	10	3	8,801	12	9	294	15	11	...	...	...	10,816	6	11
Repairs to school-houses.	2,358	11	0	5,292	6	0	442	10	7	...	...	...	8,093	11	7
School furniture ...	...	...	...	2,620	12	2	...	...	...	...	...	...	2,620	12	2
Miscellaneous ...	...	...	...	600	5	11	157	11	2	23	7	8	*k* 781	8	9
Total ...	2,23,332	7	2	74,158	7	9	3,019	5	8	1,392	6	11	3,01,902	11	6

a. Consists of salary of the Director and his office establishment, travelling, contingent, and printing expenses and official postage. The expenditure on account of stationery supplied to the Director and the Inspectorial staff is adjusted in the Deputy Accountant General's Office.

b. Consists of salaries of the Educational Inspector, Deputy Educational Inspectors, and their office establishments, their travelling and contingent expenses, office rent and official postage.

c. Consists of salaries of masters and servants, official postage, contingent expenses, and grant to the boarding establishments attached to the two High schools.

d. Consists of salaries of masters and servants, house rent allowance and contingent expenses of Middle Class, Lower Class and Female schools, the Training College, and the Night Classes.

e. Consists of fixed monthly grants to the Mission Boys' schools at Akola, Amraoti, and Khamgaon, to the Mission Girls' school at Akola, and to the European and Eurasian mixed school at Ellichpur.

f. Consists of fixed monthly grants to the Godri Marathi school, and to the Buldana Mission Boys' school and grants-in-aid by results and prizes, &c., to indigenous schools.

g. Consists of the Berar University scholarships, Vernacular scholarships, and Exhibitions attached to the High and Middle Class schools.

h. Consists of scholarships attached to the Training college.

i. Consists of prizes to boys in Government schools and of gymnastic apparatus supplied to the High schools, and rewards for the encouragement of vernacular literature.

j. Consists of salary of the Curator and his office establishment, contingent expenses and official postage, and Rs. 4,811-1-6 for the purchase and printing of books.

k. Consists of salary of the clerks in the office of the Deputy Commissioners, Akola and Amraoti, and of allowance to the Vernacular Accountant in the Deputy Commissioner's office, Buldana, and of the amount of gratuities paid to schoolmasters.

104. The following is a comparative statement of expenditure under all the heads :—

Heads.	1876-77. Amount.			Percentage.	1877-78. Amount.			Percentage.	Increase.			Decrease.		
	Rs.	a.	p.		Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
Direction	18,619	3	10	5·6	19,937	14	7	6·6	1,318	10	9	...	...	...
Inspection	26,844	3	10	8	27,203	0	11	9	358	13	1	...	...	...
Higher Class schools ...	22,731	5	1	6·8	21,299	2	6	7	...	...	...	1,432	2	7
Middle Class do. ...	64,343	5	3	19·2	60,417	13	0	20	...	...	...	3,925	8	3
Lower Class do. ...	1,17,606	10	9	35·1	1,19,017	6	4	39·4	1,410	11	7	...	...	...
Female schools ...	6,441	11	0	1·9	5,145	13	0	1·7	...	...	...	1,295	14	0
Aided schools ..	2,922	14	3	·9	3,168	5	8	1	245	7	5	...	...	...
Training college ...	3,512	7	4	1·1	4,014	9	0	1·3	502	1	8	...	...	...
Night Classes ..	590	0	0	·2	440	0	0	·2	...	...	...	150	0	0
Scholarships ...	9,790	4	8	2·9	9,081	10	10	3	...	...	...	708	9	10
Book and Prize allowance	1,785	0	0	·5	2,338	0	0	·8	553	0	0	...	...	...
Government Book Depot	7,601	6	2	2·3	7,526	8	3	2·5	...	...	...	74	13	11
Construction of school-houses	40,754	6	11	12·2	10,816	6	11	3·6	...	..	...	29,938	0	0
Repairs to school-houses	5,173	5	3	1·5	8,093	11	7	2·7	2,920	6	4	...	...	...
School furniture ...	2,440	0	5	·7	2,620	12	2	·9	180	11	9	...	..	...
Miscellaneous ...	3,587	8	0	1·1	781	8	9	·3	...	...	...	2,805	15	3
Total ...	3,34,743	12	9		3,01,902	11	6		7,489	14	7	40,330	15	10

The excess of Rs. 1,318-10-9 under Direction is owing to the travelling and other allowances drawn by the Director for his journey to Simla on public duty, and to an increase in the printing charges of the department. The small increase of Rs. 358-13-1 under Inspection is accounted for by the fact that while the salary of the Inspector was drawn for six months and a half during the last year, it was drawn for the whole of this year. Again, the peons of the department were allowed grain compensation amounting to Rs. 193, which they did not receive in the previous year. Had it not been for these increased charges, the expenditure under this year would have been much smaller than that of the last year. The tour charges of the Deputy Inspectors form a new item of expenditure; but it is balanced by the reduction in the rates of their travelling allowance.

The large decrease under Higher Class schools arises from the circumstance that after the departure of Mr. Mackintosh, the head master of the Amraoti school, on leave on half pay, his place was not filled up for more than three months, and the first assistant master's place at Akola having remained vacant for several months.

The very large decrease under Middle Class schools is to be attributed to the complete relegation of some of the schools to the Lower Class, and partial reductions in others.

The increase under Lower Class schools has resulted from the same cause, and also from the opening of new schools. The closing of three schools during the year, and reduction in the establishment of one more, has caused the decrease under Girls' schools. The increase under Training college is to be attributed to savings in its establishment in the last year.

The decrease under Scholarships is owing to a larger number of scholarships of all kinds having remained vacant.

Rs. 390 were spent for gymnastic apparatus for the High schools, and Rs. 150 for rewards to vernacular authors, and hence the increase under Book and prize allowance.

The very large decrease of nearly Rs. 30,000 under Construction of school buildings is to be attributed to the number of buildings under construction being larger in the last than in this year, and most of the former being on the old expensive plans and receiving aid from town and provincial funds.

The decrease under Miscellaneous is owing to no grant having been taken from the cess fund for the Akola Local Fund Engineer's establishment, as it was in the last year; the increase on account of a clerk in the Akola Deputy Commissioner's office being too small to neutralize the decrease.

The large decrease under Construction of school-houses has tended greatly to increase the percentages under most of the other heads. But this is as it should be, as we are approaching nearer to the normal and more quiescent state of the department.

105. The following statement shows the receipts and expenditure from educational cess :—

RECEIPTS.

	Akola.			Buldana.			Basim.			Amraoti.			Wun.			Ellichpur.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Actual balance at the close of 1876-77	27,529	9	1	7,163	9	5	4,972	12	5	11,065	13	10	2,815	7	5	9,164	2	3	62,711	6	5
Amount collected during 1877-78 ...	25,523	2	10	11,615	14	9	8,192	14	6	20,379	2	6	6,817	10	0	12,396	15	0	84,925	11	7
Total ...	53,052	11	11	17,879	8	2	13,165	10	11	31,445	0	4	9,633	1	5	21,561	1	3	1,47,637	2	0

EXPENDITURE.

Construction of school-houses ...	1,205	5	9	715	11	0	2,888	12	0	50	0	0	...	...	...	3,942	0	0	8,801	12	9
Repairs to school-houses	1,117	14	0	640	0	6	979	13	3	1,222	10	3	693	14	0	638	2	0	5,292	6	0
Furniture	983	9	0	209	0	9	529	12	0	454	0	0	200	0	0	294	6	5	2,620	12	2
School establishments	12,572	0	3	9,340	6	2	4,515	3	0	12,580	0	10	3,930	2	8	8,778	6	2	51,716	3	7
Grants-in-aid to indigenous schools.	350	0	0	490	0	0	140	8	0	120	0	0	54	0	0	322	13	8	1,477	5	8
Contribution to the Training College	853	4	3	448	5	8	224	2	9	808	4	5	336	10	5	494	1	10	3,164	13	4
Miscellaneous	409	3	6	30	0	0	...	...	...	583	13	4	...	...	...	62	1	5	1,085	2	3
Total ...	17,441	4	9	11,873	8	1	9,278	3	6	15,818	12	10	5,214	11	1	14,531	15	6	74,158	7	9
Balance at close of 1877-78 ...	35,611	7	2	6,906	0	1	3,887	7	5	15,626	3	6	4,418	6	4	7,029	1	9	73,478	10	3
Grand Total ...	53,052	11	11	18,779	8	2	13,165	10	11	31,445	0	4	9,633	1	5	21,561	1	3	1,47,637	2	0

In all the districts the actual closing balances are far in excess of the sums estimated at the time of preparing the cess budget in December last. In Akola the large excess over the estimate is to be attributed to none of the school-houses, for which Rs. 12,000 had been provided for, having been commenced during the year. It will be observed that in all the districts the actual balances in hand at the close of the year will be sufficient to meet the current charges for nine months of the year 1878-79, and that there will be no necessity for borrowing money from other funds. The balance of Akola is more than 100 per cent. larger; but out of this Rs. 14,000 are to be devoted to school buildings.

106. There are some discrepancies in the accounts furnished by the Deputy Commissioners and those kept in my office, arising from the fact that I take the net items of receipt and expenditure, while they follow their own system and make no allowance for double entries, refunds, &c. The Deputy Commissioners debit the whole of their stipulated contributions to the Training college when they remit the sums to Akola, and I try to apportion them on the actual expenditure at the end of the year. The Akola district therefore gets undue advantage. Grants-in-aid received by them from the provincial fund for construction and repairs to school-houses

are credited to town or cess fund, and I have to separate them for entry under the proper heading. The differences require reconciliation, which need not be attempted here; but steps will be taken to prevent them in future by a uniform, or at least a well understood, system of keeping and rendering accounts.

Fees.

107. I subjoin a table showing the amount of fees collected in the several classes of schools during the year, as compared with that of the previous year:—

Description of schools.	1876-77.			1877-78.		
	Rs.	A.	P.	Rs.	A.	P.
Higher Class schools	712	7	0	854	13	0
Middle Class do.	5,011	5	0	4,979	6	0
Lower Class do.	12,992	8	3	13,839	0	6
Total ...	18,716	4	3	19,673	3	6

The net increase for the year is Rs. 956-15-3. The increase in the High schools is owing to the increase of rates under Standards VII., X., and XI., from annas 6, 8, and 8 to annas 8, 12 and 1 Rupee, respectively, from the month of November last. The former rates were low in themselves, and the present ones are much lower than those which obtain in any other provinces. In the Bombay High schools the rates for the matriculation class range from Rs. 2 to Rs. 5; in Bengal they are higher, and in Punjab the rates for middle education even are much higher than those for higher education in Berar. We therefore cannot say that we have raised our rates to the proper height; but the enhancement, though small, is the first of its kind since the establishment of the schools, and I am glad to state that it has not been attended with any decrease in attendance. The small decrease under Middle Class schools is owing to the relegation of two schools and to the discontinuance of the study of English in several others. In the 1st classes of three of them the rate has been raised from annas 4 to annas 8. The fees of the Lower Class schools have increased by Rs. 846-8-3, and no portion of them is left in arrears. The returns are satisfactory, and I hope we have now none of those teachers who tried to maintain their positions or popularity by paying the fees of their pupils.

108. The Deputy Commissioner of Amraoti observes that the "parents now pay such very low fees that I am afraid they place but very little value on the education to be purchased at such trifling cost." They "do not in fees pay more than a tenth part of the cost of the education given to their children." "The province is not poor" and "the one per cent. educational cess is not felt." This is all true, and yet some of the Deputy Commissioners recommend lower rates. Excepting the Muhammadans, the people of Berar, and chiefly the agriculturists, are much better off than their brethren in some other provinces, and it may be said that they do not pay as much for the education of their children as the latter. But we have to take one point into consideration, that as yet they care less for that education than others, and therefore the question, whether they will willingly pay more for it or not, cannot be easily answered. They are easily duped to pay much more than the market prices for things for which they have a liking, and it will be some time before education will become one of these things. If Government think that they should pay more, and that the educational cess is not felt, it has only to realize the same amount of cess as is recovered in some of the other provinces. In the Bombay Presidency the cultivators pay 6¼ per cent. on the land assessment, and one-third of it,

or Rs. 2-1-8, being more than double the Berar Educational rate, goes to the Educational Department.

109. One more point, however, is worth noticing here. The boys in other provinces pay fees for the school vacations: in Berar they do not. Again the latter leave and re-enter the schools without any restraint. We may therefore experiment here on a small scale: make the boys of our High schools pay fee for the summer vacation in advance, and make the boys of Middle and Lower Class schools pay re-admission fee of two annas at each re-entry. I shall, however, consult the Deputy Commissioners and other officers of the department on these points, and if it be deemed desirable to take any action, submit them for the consideration of the Resident.

Popular Contributions.

110. The following statement shows what the people have contributed for the benefit of the schools in their villages:—

District.	For school-houses.			Fees.			Prizes.			Gymnasia.			Furniture.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Akola	2,409	10	9	77	4	0	156	13	6	241	0	0	283	8	0	3,168	4	3
Buldana	...	...	...	15	0	0	32	11	6	58	0	0	231	10	0	337	5	6
Basim	...	...	...	0	12	0	12	14	0	...	...	...	3	0	0	16	10	0
Amraoti	...	...	...	29	8	0	166	11	0	15	0	0	163	1	0	374	4	0
Wun	52	0	0	1	15	0	62	1	0	...	...	...	95	0	0	211	0	0
Ellichpur	10	0	0	...	...	...	6	0	0	25	0	0	153	8	0	194	8	0
Total ...	2,471	10	9	124	7	0	437	3	0	339	0	0	929	11	0	4,330	15	9

This is the largest amount ever contributed by the people voluntarily, and shows to what extent they have been made to take an interest in their schools. As regards his own district, the Deputy Commissioner of Buldana observes: "peoples' contribution, amounting to Rs. 337-5-6 during the year, against Rs. 109-4-0 in the previous year, as donation, shows that encouragement in education is working its silent influence over the richer classes. A few years back it would have been found difficult to induce people of this country to raise anything in the shape of money for purposes of education; free donations imply satisfactory results." In addition to the grants in money some communities have employed assistants to teach the increased number of boys in their schools. I feel confident that for all such contingent charges, the people will be found ready to pay in large amounts, if they are properly consulted, advised and encouraged. A large portion of this amount, *viz.*, Rs. 2,409-10-9 has been contributed for building new school-houses in the Akola district, entirely through the exertions of Mr. Bajaba Ramchandra Pradhan, the Deputy Educational Inspector. This year I visited a large number of his schools, and pointed out to the people and to him the unsuitableness of many of the school buildings. He worked hard to provide means for improving them, and I congratulate him on the signal success in his endeavours. I give in the margin the names of the communities which have contributed, and to state that some of the contributors displayed a very liberal spirit in responding to his request. Three of the members of the school committee at Akoli in the Akot taluka, *viz.*, Sadashiv, Janji, and Dhanaji paid Rs. 75 each, and two others paid Rs. 37-8-0 each, and they raised the attendance of the school from 45 to 95 in one month. I may add that no pressure or official influence was used in getting the people to subscribe, and the amounts were recovered by themselves in the absence of the Deputy Inspector, except in

1.	People of	Pathurdi	Rs.	300	0 0
2.	Do.	Sirsoli	„	207	3 9
3.	Do.	Akolkhed	„	300	0 0
4.	Do.	Akoli	„	300	0 0
5.	Do.	Kasod	„	100	0 0
6.	Do.	Kanheri	„	179	0 0
7.	Do.	Jowla	„	233	7 0
8.	Do.	Assulgaon	„	300	0 0
9.	Do.	Adula	„	150	0 0
10.	Do.	Allusna	„	100	0 0
11.	Do.	Takli Viru	„	140	0 0
12.	Do.	Channi	„	100	0 0
		Total	Rs.	2,409	10 9

one case, in which the people prepared the subscription list in the presence of the First Assistant Commissioner. The Deputy Inspector tells me that there are several other communities ready to assist in this respect, and he has simply to write to them to collect the money and pay it into the treasury. Such a command over the minds and the purse of the people speaks much in favour of the popularity and zeal of the officer who tries his best to interest the people in the improvement of their schools and to enlist their sympathies in the cause of education. We want the aid of the people in other districts also, and the Deputy Inspectors may keep the success of Mr. Bajaba in mind. I am glad to learn that the Patel of Pandhri, in the Ellichpur district, who paid Rs. 250 for a school-house in his village, has promised to pay Rs. 200 more for completing it.

111. The 2nd column of the statement shows that people are also alive to the sense of charity in assisting poor and helpless pupils in acquiring the elements of education. Some of the communities have raised permanent funds with the intention of paying the fees from their interest. The practice of school communities and other visitors of giving books as prizes to the pupils at the time of their visits, and of furniture such as clocks, gongs, chairs, &c., to the schools, has of late considerably increased, and a good and popular schoolmaster can easily obtain any amount of such encouragement to his pupils, and aid to his' school.

112. The following table will show the average monthly number on the rolls, the average daily attendance, and the cost of educating each pupil in the different classes of schools:—

Description of Government Schools.	Number of Institutions.	Number on roll at the close of the year.	Average number of pupils on the rolls monthly.	Average number of pupils attending daily.	Expenditure.												Monthly cost of educating each pupil, calculation being made upon the average attendance.			
					General Revenues.			Local Funds.									Total cost.			Cost to Government.		
								Educational Cess.			Town Fund.			Municipal Fund.			Total.					
					Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Higher Class schools ...	2	214	192	162	a. 23,596	4	2	...	...	...	...	...	...	...	...	...	23,596	4	2	12	2	4	12	2	4
Middle do. ...	33	4,406	4,479	3,430	b. 61,935	6	5	...	...	...	216	0	0	180	0	0	62,331	6	5	1	8	3	1	8	1
Lower do. ...	412	17,493	17,305	13,317	67,420	2	0	51,276	3	7	...	...	...	321	0	9	1,19,017	6	4	0	11	11	0	6	9
Female schools ...	13	491	490	282	2,560	14	6	...	...	...	1,717	0	0	867	14	6	5,145	13	0	1	8	4	0	12	1
Training College ...	1	44	30	33	3,443	15	1	c 3,164	13	4	...	...	...	...	...	...	6,608	12	5	16	11	0	8	11	2
Night Classes ...	4	110	115	80	...	...	...	440	0	0	...	...	...	...	...	...	440	0	0	0	7	4	...	...	...
Total ...	465	22,638	23,530	17,304	1,58,956	10	2	54,881	0	11	1,933	0	0	1,368	15	3	2,17,139	10	4	1	0	9	0	12	3

(a.) Includes Rs. 2,297-1-8 on account of Vernacular scholarships and exhibitions.
(b.) Do. Rs. 1,913-9-5 on account of Middle Class school exhibitions.
(c.) Do. Rs. 2,594-3-5 on account of Normal school scholarships.

The total expenditure on school establishments has decreased from Rs. 2,22,572-9-1 to Rs. 2,17,139-10-4, and the cost of education calculated on it has decreased in all the schools, except the Girls' schools, the Training College and the Night Classes, which do not admit of extended operations, or reductions in their establishments.

113. The result of the operations of the department for the year may thus be summed up. The number of Government schools has increased by 9, and the number of pupils by 879: both the High schools have shown increased attendance, but only one of them has acquitted itself well; the other has been placed on an altered footing, and promises to do well in future; the establishments of both of them have been revised and fixed more in accordance with the actual and probable returns, than they were before. The number of Middle Class schools has decreased by 2, and the expenses of several others have been reduced; but the efficiency of them has improved, and the High schools were better fed by them than at any time before. The Lower Class schools have increased by 14, and the number of their pupils by 1,232; their progress in the higher standards is not perceptible, partly owing to some impeding causes; but the inspection returns

show an improvement in the elementary standards, both in number and in efficiency, and in the mode of teaching and examining. The result of the certificate examination of the Training College in the main branch of instruction was not satisfactory, and better arrangement has been made to ensure it. Three Girls' schools have been closed, and those in existence are generally in an unsatisfactory state. The Anglo-Eurasian aided school at Ellichpur has slightly improved, but the Mission schools have greatly deteriorated, and the lump grant system applied to them calls for reform. There is a decrease shown in the number of indigenous schools, but it has not much affected the number of pupils; 11 more of these schools received grants by results, and the new grants-in-aid rules which have been just published hold out great encouragement to the masters. The scale of fees in the High schools has been slightly raised, and the total of fees recovered in all the schools has increased by Rs. 956-15-3; the construction of 26 school-houses was undertaken, and many of them have been completed; the cess fund cannot afford to supply the want more rapidly; cheaper plans for village schools have been introduced; popular contributions have been asked for, and in one district liberally given; school furniture has been well supplied; physical education has been better appreciated and encouraged by the people themselves; the High schools have been supplied with gymnastic apparatus, and appointment of a gymnastic teacher for each district has been sanctioned; a larger amount of books was sold, and yet the demand remained unsatisfied; village communities and school committees have been encouraged, and cordial co-operation and assistance has been derived from them: in short we have made movements which, we hope, will be attended with much greater success than is recorded in the preceding pages.

114. I append the usual tables and the reports of the district and inspecting officers and of the masters of High schools and the Training College. Your and the Resident's printed remarks on the last Half-yearly Report do not appear to have been supplied to the Deputy Commissioners in time; Captain Mackenzie received them on the 24th of April, after he had submitted the report of his district, and this accounts for its not being in the shape in which it should have been.

I have the honor to be,

Sir,

Your most obedient Servant,

NARAYAN B. DANDEKAR,

Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDICES.

B.—EDUCATION FORM I.

The University.

Results of the Examinations of the University of Bombay for the official year beginning from 1st April 1877, ending on 31st March 1878.

Nature of examinations.	Number of institutions sending up candidates.			Number of candidates sent up				Number of candidates passed				Religious or natural classification of passed candidates.						Remarks.
												Natives of India.					Europeans.	
	Government institutions.	Private institutions.	Total.	From Government institutions.	From private institutions.	Private students.	Total.	From Government institutions.	From private institutions.	Private students.	Total.	Christians.	Hindus.	Mahomedans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Entrance or Matriculation..	2	...	2	12	...	...	12	3	...	...	3	...	3	...	...	...	...	

Akola,
The 22nd May 1878.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

B.—EDUCATION FORM II.

Return of Colleges and Schools, and the Scholars attending them for the official year beginning from 1st April 1877, ending 31st March 1878.

Class of institution.	Government institutions.									Aided institutions.									
	Number of institutions.	Number of scholars on the rolls on 31st March 1878.	Average daily attendance.	No. of scholars on 31st March 1878 learning through		Religious or national classification of scholars as on 31st March 1878.				Number of institutions.	Number of scholars on the rolls on 31st March 1878.	Average daily attendance.	No. of scholars on 31st March 1878, learning through		Religious or national classification of scholars as on 31st March 1878.			
				English.	Vernacular only.	Christians.	Hindus.	Mahomedans.	Others.				English.	Vernacular only.	Christians.	Hindus.	Mahomedans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
COLLEGES NOT AFFILIATED TO THE UNIVERSITY.																		
Normal school for masters ...	1	44	33	...	44	...	29	15	...	...	...	...	...	...	...	...	...	...
Schools for boys, Higher schools (English)	2	214	162	214	...	2	190	20	2	...	...	...	...	...	...	...	...	...
Schools for boys, Middle Class (reading through) Vernacular ...	33	4,406	3,430	...	4,406	16	3,944	437	9	...	...	...	...	...	...	...	...	...
Schools for boys, Lower and Primary schools	*416	17,573	13,397	...	17,573	5	15,042	2,525	1	64	1,777	1,653	...	1,777	13	1,666	98	...
Schools for girls, for natives of India.	13	401	282	...	401	...	308	93	...	1	14	13	...	14	4	10	...	...
Mixed schools (boys and girls) ...	...	...	...	...	...	...	...	...	...	1	18	14	18	...	18	...	...	...
Total...	465	22,638	17,304	214	22,424	23	19,513	3,090	12	66	1,809	1,680	18	1,791	35	1,676	98	...

* Includes four Night Classes.

B.—EDUCATION FORM II.—(*Concluded.*)

Return of Colleges and Schools, and the Scholars attending them for the official year beginning from 1st April 1877, ending 31st March 1878.

Class of institution.	Unaided institutions.									Grand total of institutions.	Grand total of scholars on the rolls on 31st March 1878.	Grand total of				Remarks.
	Number of institutions.	Number of scholars on the rolls on 31st March 1878.	Average daily attendance.	No. of scholars on the 31st March 1878, learning through		Religious or national classification of scholars as on 31st March 1878.						Christians.	Hindus.	Mahomedans.	Others.	
				English.	Vernacular only.	Christians.	Hindus.	Mahomedans.	Others.							
1	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
COLLEGES NOT AFFILIATED TO THE UNIVERSITY.—(*Concluded.*)																
Normal school for masters	...	...	...	...	...	...	...	...	...	1	44	...	29	15	...	
Schools for boys, Higher schools (English)	...	...	...	...	...	...	...	...	...	2	214	2	190	20	2	
Do., Middle Class (reading through) Vernacular.	...	...	...	...	...	...	...	...	...	33	4,406	16	3,944	437	9	
Do., Lower and Primary schools	163	2,730	2,220	..	2,730	...	2,402	321	7	643	22,080	18	19,110	2,944	8	
Schools for girls, for natives of India	...	...	...	...	...	...	...	...	...	14	415	4	318	93	...	
Mixed schools (boys and girls)	...	...	...	...	...	...	...	...	...	1	18	18	...	...	...	
Total...	163	2,730	2,220	...	2,730	...	2,402	321	7	694	27,177	58	23,591	3,509	19	

AKOLA,
The 22nd May 1878.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

B.—EDUCATION FORM III.

Receipts and expenditure from all sources of Educational Establishments in the Hyderabad Assigned Districts, for the official year beginning from 1st April 1877, ending on 31st March 1878.

Nature of Establishments.	Received									Expended.	Remarks.
	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From Revenues of Native States.	Fees and Fines.	Funds not included in foregoing headings.	Total.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Direction	19,937 14 7	... ...	... ...	... ...	... ...	... ...	... ...	... ...	19,937 14 7	19,937 14 7	
Inspection	26,718 4 7	484 12 4	... ...	... ...	... ...	... ...	... ...	... ...	27,203 0 11	27,203 0 11	
COLLEGES AND DEPARTMENTS OF COLLEGES NOT AFFILIATED TO THE UNIVERSITY											
NORMAL SCHOOLS.											
For Masters—Government	3,443 15 1	570 9 11	... ...	... ...	... ...	... ...	... ...	... ...	4,014 9 0	4,014 9 0	
SCHOOLS FOR BOYS.											
Higher Class, English—Government ...	21,299 2 6	... ...	... ...	... ...	... ...	... ...	890 5 0	... ...	22,189 7 6	21,299 2 6	
Middle Class, Vernacular—Government ...	60,021 13 0	... ...	... ...	... ...	180 0 0	... ...	4,989 6 0	216 0 0	65,407 3 0	60,417 13 0	
Lower Class and Primary. { Government ...	67,420 2 0	51,716 3 7	... ...	... ...	321 0 9	... ...	13,928 15 11	... ...	1,33,386 6 3	1,19,457 6 4	
{ Aided ...	1,020 0 0	1,477 5 8	... ...	5,455 3 0	... ...	... ...	... ...	191 0 0	8,143 12 11	7,178 13 0	
SCHOOLS FOR GIRLS.											
For Natives of India ... { Government ...	2,560 14 6	... ...	... ...	... ...	867 14 6	... ...	... ...	1,717 0 0	5,145 13 0	5,145 13 0	
{ Aided ...	300 0 0	... ...	... ...	281 0 0	... ...	... ...	... ...	... ...	581 0 0	581 0 0	
For mixed schools for boys and girls ... ... Aided ...	180 0 0	... ...	... ...	... ...	... ...	... ...	166 12 1	... ...	346 12 1	346 12 1	
SCHOLARSHIPS.											
In Colleges—Government	2,276 12 4	... ...	... ...	... ...	... ...	... ...	... ...	... ...	2,276 12 4	2,276 12 4	
In Schools— do.	4,210 11 1	2,594 3 5	... ...	... ...	... ...	... ...	... ...	... ...	6,804 14 6	6,804 14 6	

B.—EDUCATION FORM III.

Receipts and expenditure from all sources of Educational Establishments in the Hyderabad Assigned Districts, for the official year beginning from 1st April 1877, ending on 31st March 1878.—(*Concluded.*)

Nature of Establishments.	Received								Expended.	Remarks.
	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From Revenues of Native States.	Fees and Fines.	Funds not included in foregoing headings.	Total.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
SCHOOL HOUSES.											
Buildings	2,044 10 3	8,801 12 9	... ...	... ...	... ...	... ...	... ...	294 15 11	11,141 6 11	10,816 6 11	Difference of Rs. 325 received from the Public Works Department, and credited to the Educational Cess Fund was not spent during the year.
Repairs	2,358 11 0	5,292 6 0	... ...	... ...	... ...	... ...	... ...	442 10 7	8,093 11 7	8,093 11 7	
School furniture	... ...	2,620 12 2	... ...	... ...	... ...	... ...	... ...	... ...	2,620 12 2	2,620 12 2	
MISCELLANEOUS.											
Book and Prize allowance	2,338 0 0	... ...	... ...	... ...	... ...	... ...	... ...	... ...	2,338 0 0	2,338 0 0	Paid into treasury as sale proceeds of books 6,411 8 8
Government Book Depôt Establishment and purchase and publication of books	7,526 8 3	... ...	... ...	... ...	... ...	... ...	... ...	... ...	7,526 8 3	7,526 8 3	Commission to vendors 264 7 8
Sale proceeds of books including last year's balance in hand ...	6,842 8 2	... ...	... ...	... ...	... ...	... ...	... ...	... ...	6,842 8 2	6,827 11 10	Carriage of books ... 147 12 0
Profit accruing on prize books and sale proceeds of broken boxes ...	70 11 2	... ...	... ...	... ...	... ...	... ...	... ...	... ...	70 11 2	70 11 2	Cost of books written off. 3 15 6
Pay of Clerks in the offices of the Deputy Commissioners, Akola and Amraoti, and allowance to the Vernacular Accountant in the Buldana Deputy Commissioner's office	... ...	433 14 7	... ...	... ...	... ...	... ...	... ...	... ...	433 14 7	433 14 7	
Gratuities to School-masters ...	... ...	166 7 4	... ...	... ...	23 7 8	... ...	... ...	157 11 2	347 10 2	347 10 2	
Popular contributions... ...	... ...	... ...	... ...	4,301 15 9	... ...	... ...	... ...	... ...	4,301 15 9	1,892 5 0	
Total...	2,30,570 10 6	74,158 7 9	... ...	10,038 7 0	1,392 6 11	... ...	19,975 7 0	3,019 5 8	3,39,154 12 10	3,15,631 10 11	

By comparing the statement with the one given in para. 103 it will be seen that the items under Educational Cess, Municipal and Town Funds correspond. The total under the General Revenues exceeds by Rupees 7,238-3-4, which is composed of the following amounts :—

	Rs. a. p.
(1.)—Sale proceeds of books including last year's balance in hand	6,842 8 2
(2.)—Profit accruing on prize books and sale proceeds of broken boxes	70 11 2
(3.)—Amount of Grant-in-aid to school-houses remitted by the Public Works Department	325 0 0
	7,238 3 4

AKOLA,
The 22nd May 1878.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

B.—EDUCATION FORM IV.

Distribution of Government Colleges and Schools, and of all Schools and Colleges aided and inspected by Government in the several Districts under the Hyderabad Assigned Districts.

Names of Districts and Native States.	Vernacular spoken.	Area in square miles.	Estimate of population.	Number of schools.	Number of scholars on the rolls on 31st March 1878.	Average number of square miles to each school.	Percentage of scholars to population.	Remarks.
1	2	3	4	5	6	7	8	9
Akola	Marathi and Hindustani.	2,660	480,657	160	7,214	16·6	1·5	
Buldana		2,804	366,309	143	4,933	19·6	1·3	
Basim...		2,958	276,573	84	2,823	35·2	1	
Amraoti		2,759	501,331	135	5,792	20·4	1·1	
Wun		3,907	323,762	62	2,107	63·	·6	
Ellichpur		2,623	279,022	110	4,308	23 8	1·5	
Total ...		17,711	2,227,654	694	27,177	25·5	1·2	

AKOLA,
The 22nd May 1878.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.

Return of Schools and Pupils in the Hyderabad Assigned Districts for the half-year ending on 31st March 1878.

Name of District.	Number of schools at the close of the half-year.	Description of schools.	No. of pupils		Increase.		Decrease.		Average daily attendance.	
			Remaining at the close of last half-year.	Remaining at the close of the half-year now reported on.	Schools.	Pupils.	Schools.	Pupils.	For last half-year.	For half-year now reported on.
Amraoti.	1	Higher Class school ...	97	114	...	17	...	...	84	88
	4	Middle do. ...	739	727	...	...	...	12	590	495
	87	Lower do. ...	4,019	3,960	...	...	...	59	3,061	2,992
	1	Female school ...	44	37	...	...	...	7	26	33
	3	Night classes ...	105	90	...	...	...	15	61	50
	96		5,004	4,928	...	17	...	93	3,822	3,658
Ellichpur.	...	Higher Class schools ...	..	...	...	...	...	...	...	...
	4	Middle do. ...	620	579	...	...	...	41	466	417
	61	Lower do. ...	2,872	2,820	1	...	...	52	2,102	1,924
	2	Female schools ...	85	56	...	...	1	29	65	41
	1	Night class ...	18	20	...	2	...	...	12	10
	68		3,595	3,475	1	2	1	122	2,645	2,392
Wun.	3	Middle Class schools ...	338	334	..	...	...	4	249	264
	45	Lower do. ...	1,607	1,560	...	...	...	47	1,203	1,177
	2	Female schools ...	64	64	...	...	...	...	50	47
	50		2,009	1,958	...	...	...	51	1,502	1,488
Akola.	1	Higher Class school ...	77	100	...	23	...	...	78	73
	11	Middle do. ...	1,585	1,512	...	...	...	73	1,247	1,180
	94	Lower do. ...	4,346	4,354	2	8	...	...	3,304	3,157
	3	Female schools ...	105	74	...	...	1	31	72	68
	1	Training College ...	37	44	...	7	...	...	33	32
	110		6,150	6,084	2	38	1	104	4,734	4,505
Buldana.	7	Middle Class schools ...	843	826	...	...	...	17	667	605
	68	Lower do. ...	2,968	2,829	...	...	2	139	2,386	2,283
	4	Female schools ...	149	148	...	...	...	1	110	104
	79		3,960	3,803	...	...	2	157	3,163	2,942
Basim.	4	Middle Class schools ...	568	428	...	...	1	140	410	360
	57	Lower do. ...	2,037	1,940	1	...	...	97	1,675	1,634
	1	Female school ...	30	22	...	...	...	8	17	17
	62	Total ..	2,635	2,390	1	...	1	245	2,102	2,011
	465	Grand Total ...	23,353	22,638	4	57	5	772	17,968	16,996

AKOLA,
The 22nd May 1878.

NARAYAN B. DANDEKAR,
Director of Public Instruction,
Hyderabad Assigned Districts.